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TITLE OF THESIS...The Identification of the Differences in the Needs, Interests and Expectations of Students Enrolled in the Edmonton Separate Schools Christian Family Life Education Program.

UNIVERSITY....Alberta.....

DEGREE FOR WHICH THESIS WAS PRESENTED..M.A. (Physical Education)

YEAR THIS DEGREE GRANTED.....1974.....

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DATED..May 1st 74....1974

NL-91 (10-68)

THE UNIVERSITY OF ALBERTA

THE IDENTIFICATION OF THE DIFFERENCES IN THE EXPRESSED NEEDS, INTERESTS, AND EXPECTATIONS OF GRADE SEVEN AND NINE STUDENTS ENROLLED IN THE EDMONTON CHRISTIAN FAMILY LIFE EDUCATION PROGRAM

by

© DUNCAN MACKENZIE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION

EDMONTON, ALBERTA

FALL, 1974

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled, "The Identification of the Differences in the Expressed Needs, Interests, and Expectations of Grade Seven and Nine Students Enrolled in the Edmonton Christian Family Life Education Program", submitted by Duncan Mackenzie in partial fulfilment of the requirements for the degree of Master of Arts.

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ABSTRACT

The purpose of this study was to identify the different needs, interests, and expectations of grade seven and nine students enrolled in the Christian Family Life Education program. Four developmental tasks were selected to measure these needs, interests, and expectations. Selection was based on the criteria of relevance, empirical substantiation by adolescent studies, and close relationship to family life education topics.

A questionnaire, constructed on the four developmental tasks, was administered to students sampled from eight classes randomly selected from eight junior high schools providing family life education. Of the 205 students 129 were grade seven students (males and females) and seventy-six were grade nine students (males and females).

The results indicated grade seven students felt a greater need than ninth grade students to understand themselves, their sexual changes, the issues related to petting, parent communication, and family relationships. Females felt a greater need to understand the emotional influences of petting and the feelings of other family members.

It was concluded from these results that students of both grades are aware of their needs and are prepared to express them when permitted. Though grade seven students' needs were greater than those of grade nine students,

substantial differences existed within the seventh and ninth grades. There seemed sufficient justification from these findings for a different emphasis on teaching materials to meet the different needs of grade nine and grade seven students.

More grade seven than grade nine students displayed interest in the different growth rates of males and females, on issues related to dating, appearing attractive to the opposite sex, improving communications with parents, and parent-child conflict. Males were more interested than females in dating and understanding petting and necking. Grade seven female interest was higher than grade seven males to understand their physical changes.

It was concluded from these findings that though differences were insufficient to warrant separate teaching for boys and girls, provisions that considered different grade and sex interests seem desirable. Since many students in both grades, express neither need, nor interest, on the developmental task questions, provisions to accommodate different intragrade interests also appears to be needed.

More grade seven than grade nine students expected help in self understading, understanding the opposite sex, improvement of parental, sibling, and peer relations, and an expectation to discuss the course with parents. Seventh grade students' expectations were higher on most questions than were ninth grade students', particularly in the benefits to be gained and the degree of enjoyment to be derived from

the course.

Conclusions drawn from the open-end questions suggest both grades have a keen sense of responsibility and eagerness to see course improvements. Grade differences were most evident regarding what students enjoyed best and disliked most. Sex differences were most pronounced on how to increase course interest and on the reasons for enrolling in the course.

ACKNOWLEDGEMENTS

I wish to express my gratitude to those persons whose assistance enabled me to complete this study.

I am particularly grateful to my chairman, Professor A. W. Eriksson, and to the other members of my committee, Dr. D. Kieren, Mrs. M. Smeltzer and Dr. H. J. McLachlin for their valuable guidance in the preparation of this thesis.

For continual assistance and strong support throughout the entire study my gratitude and thanks are expressed to my wife Helen.

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CHAPTER I

THE NATURE OF THE STUDY

INTRODUCTION

The comment that "human beings have no built in knowledge of how to solve the problems of family living or how to meet basic needs in our complex and changing society" (Laycock, 1967) seems no less applicable now than when it was written (Burleson, 1973; Calderone, 1972). It points to the very real problem in Canada today, that its people, especially its youth appear to need instruction and guidance on the basic dynamics of how to live effectively (Guest, 1968; Patriarche, 1973). As used in this study, a felt need is considered to be an internal drive for self-realization.

While the primacy and strength of the home as the single finest agent to present family life education has long been expressed, the leadership has continued to fall on the schools. Increasingly, therefore, across Canada, schools have attempted to provide their children with answers to some of the many problems that confront and confuse youth today.

The construction of curricula, that keep pace with the rapid innovative changes in current life styles and which assists education in relating more closely to life as lived today may be one answer to such problems. Of recent years,

among the expanding subject options available to many junior and senior high school students in Canadian schools, the relatively new curriculum subject of family life education has achieved a growing distinction in meeting some of their needs.

Within this study, family life education is defined in Guest's terms as a developmental growth process of becoming a person. This process includes not only the teaching of facts, but also the development of attitudes and values which are conducive to personal fulfillment, healthy interpersonal relationships, and a successful life (Guest, 1968). In essence, family life education purports to teach the young how to live in a modern complex society with a sense of personal responsibility (Petriarche, 1973).

Educators today are painfully aware that students' minds are no longer the "tabula rasa" they once were considered to be. Youth today are very explicit in their demands. They know what they want "for the adolescent relates the goals of academic learning to his current developmental tasks-- tasks too urgent to be ignored" (Ausubel, 1954).

Unfortunately, Adams (1968) is not alone in his finding, that too often in actual practice, teachers have failed to determine basic underlying needs. Curricula today are felt by many pupils to be alien to their interests and removed from their environment.

This message was clear from Hunt's (1970) national survey which revealed that though many schools were already dealing with "safe" subjects, a considerable gap existed "between what the schools were currently doing and what students wished them to do" (Hunt, 1970). In this survey and those of Connecticut, Nova Scotia, and Winnipeg (Byler, 1969; Oliver, 1966; Guest, 1964) the students were not just asking for technical data and practical know how, but for ethical and emotional guidance in handling a part of their lives that is central to their well being.

The current literature on family life and sex education bespeaks the increased awareness among educators today in Canada and the United States that the schools can, and should, play a significant role in all aspects of adolescent educational development (Adams, 1968). Moreover, if Gurney's apt statement (1966) that "teachers need to know what to teach" is to have any relevance to the students' needs, then the students must be consulted.

Specialists in family life education such as Mary Calderone 1965; Broderick, 1969; Schulz and Calderwood, 1968; Southard, 1967 are convinced that "the answer is clear; give them what they really want to know, not what we think they ought to need." The practical experience of a New York school principal sums up the feeling of many educators today that any course of family life education should include "the answering of all questions posed by children from the

earliest years, in the fullest and frankest manner possible, consonant with the ability of the child to understand intellectually and imaginatively and to absorb emotionally" (Duane, 1962).

As a child grows up he needs to develop the skills, understandings, feelings, attitudes, and modes of behavior appropriate to each new stage of development. Adolescents, in particular, are confronted with these new expectations and demands, the crucial life-problems that Havighurst (1967) terms "developmental tasks." These are defined by him as "tasks which arise at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness-- and difficulty with later tasks" (Havighurst, 1967).

DEVELOPMENTAL TASKS

The concept of developmental tasks is particularly relevant to the present survey on the difference in the expressed needs, interests, and expectations of school children since one would expect needs, interests and expectations to change as the developmental tasks change. Interest is used in the present context to mean the feeling of worth to the self as the result of fulfilling the desire to know. Expectation is that which the student anticipates receiving from the family life education course. It is

imperative therefore that any enquiry based on the needs and interests of a student must give serious consideration to the level of task accomplishment of that student.

Achievement of a certain developmental level must naturally dictate the particular needs and interests of a particular child at a particular time. Any effective program of family life education would have to be geared to the developmental changes in the form of childrens concern as they move from early into late adolescence. As defined in this study, adolescence is considered to be a period of growth and change in nearly all aspects of the child's physical, mental, social and emotional life. It is also a time of new experiences, new responsibilities and new relationships with peers and adults (Horrocks, 1962).

Montagu (1970) maintains that "any want, any object upon which a person sets value can become a need." Since developmental tasks are conceptualized as adjustive difficulties abstracted from empirical studies in which adolescents were requested to indicate their major problems (Ausubel, 1954) they may be considered as "derived" or "socially emergent" needs. Derived needs have been described as cultural response to the satisfaction of the fundamental human needs of being with others, gaining attention, receiving approval, having security and receiving affection (Bernard, 1957). Malinowsky (1964) favoring the term "cultural imperatives" maintains "derived needs" are as powerful as

biological needs since they are always "instrumentally related to the wants of the organism." Considered in another way it means the adolescent has needs to accomplish his or her purpose in life-- the achievement of their potential.

THE PROBLEM

The message from the above material is clear. It says that youth today have questions and needs; that educators in theory are available to assist students in meeting these needs yet a discrepancy exists between theory and practice. Many of these needs are closely related to developmental tasks.

The problem considered the determination of the differences in student needs, interests, and expectations as it applied to those students enrolled in the Edmonton Separate Schools "Christian Family Life" course during the 1973-74 school year. The problem posed three questions:

1. What are the expressed <u>needs</u> of those students enrolled in the Christian Family Life course?

2. What are the expressed <u>interests</u> of these same students relative to the Christian Family Life course?

3. What do these students <u>expect to gain</u> from enrolling in the Christian Family Life course?

The needs, interests, and expectations were examined relative to the concept of a "developmental task" framework

as indicated above. From a comprehensive review of the related literature, four major developmental tasks crucial to the normal healthy growth and development of adolescents were selected. They are considered important because they are central to the need of adolescents to be understood and to be recognized as worthy individuals. The four tasks were:

1. The need to identify and understand oneself (self concept and self identity).

2. The need to accept and understand ones physical changes (emotional and psychological adjustment to physical growth and development).

3. Learning what it means to be a sexual being (emotional adjustment to increased sexual awareness and sex drive).

4. The need to communicate and relate with other persons.

These four major tasks were then divided into sub-tasks to provide the plan on which the questionnaire was designed. The assumption made throughout this study, was that further, much needed research, would investigate those important developmental tasks not covered in this work such as achieving economic independence, selecting and preparing for an occupation, preparing for marriage and family life.

THE PURPOSE OF THE STUDY

The purpose of the study was to obtain information concerning the different needs, interests, and expectations of those students enrolled in an already established family life education program. For the purposes of this study the Separate School System is defined as that school system responsible for the administration of the Catholic schools in Edmonton. It was considered that information about student needs, interests and expectations might be instrumental in providing better guidelines for grade placement of family life education materials, and improved knowledge of the developmental differences of children.

It was also believed that the survey might be valuable to teachers who could determine whether their objectives were consonant with the expressed needs of students. Such knowledge could provide information for teachers to enhance their own teaching. By soliciting students' needs and interests they may feel the course is about them and for them.

LIMITATIONS AND DELIMITATIONS OF THE STUDY

The study was limited to those schools in the Edmonton Separate School System that offered Christian Family Life Education in grades seven and nine in the first semester of 1973. The sample included only those students

actively engaged in the fall course of 1973. This eliminated the second semester students since many questionnaire items were based on current class work.

It was determined to use a random stratified sample of grade seven and nine classes only. Therefore only schools offering the family life education course at the grade seven and nine levels were part of the sampled population and only one class at the grade seven and nine levels were sampled from any one school. The survey population therefore excluded any school, grade, class and student not currently enrolled in the fall (1973) family life program.

There were several reasons for omitting grade eight from the sample. Grade seven and eight students ask many questions in common. Several developmental tasks noted by Havighurst are shared by both grades and several others naturally overlap in this phase of rapid physical and emotional change. In their introspection, their desire to extend communications, their increasing desire to assume appropriate sex roles, and their escalating concern over their personal appearance, seventh and eighth grade students are remarkably similar.

Similarly, many grade eight and nine students have mutual needs and interests. Both are sensitive to their physical appearance with growing concerns over moral and ethical issues. The developmental hurdles of increased interest in, and desire to understand the opposite sex,

establishment of peer relations, and the need to know the "right answers" on sexual issues are common to many students of both grades.

It was therefore felt that the differences and distinguishing features of grade seven and grade nine students would be clearer and more obvious when the transitional stage of grade eight was removed.

In summary, the problem of the study was the identification of the different needs, interests and expectations of students enrolled in the Christian Family Life Education Program. The differences between grade seven and grade nine students, between males and females and between the sexes at the seventh and ninth grade levels were examined.

CHAPTER II

REVIEW OF THE LITERATURE

DEFINITION OF FAMILY LIFE AND SEX EDUCATION

Many Canadians involved in the subject area of family life education today, seem to draw a definite distinction between the terms family life education and sex education. Educators, and those in positions of authority have become defensive as the price paid for being progressive in this sensitive and volatile field of study. Sex education has been attacked as too narrow a title for a subject so wide and inclusive. Many of its opponents point to a history of overemphasis upon the sexual element at the expense of other valuable aspects of interpersonal relations.

Today in Canada, the term family life education, appears to be an increasingly acceptable title for a subject area concerned with many of the fundamental issues of living in society today. This more embracing term has, in many Canadian educational systems, replaced that of sex education. This seems to indicate a dual awareness of the subject's many dimensions and also a sensitivity to public reaction against a topic so abused and misrepresented by the popular media.

Elizabeth Force (1969) pointed out that "Family Life and Sex Education are terms that are often confused. Sex

education" she stated,"is not synonymous with Family Life Education; it is one dimension of Family Life Education."

Conversely, the Illinois Sex Education Advisory Board (1967) describes family life education and sex education as inclusive of "all the educational measures designed to help young people meet the problems of life which have their center in the human sexual instinct and the personal, social, family relationships of boys and girls, men and women." This broad definition certainly appears to argue the inclusiveness of the two terms.

Supporting this statement is a study conducted by Levin and Lange (1972) to determine the efficacy of the sex education label. Three hundred persons were questioned with respect to their attitudes toward sex education and another 300 on their attitudes to family life education. It was found that the small differences between the responses of the two groups was insufficient evidence that the labels made any difference.

Although the terms family life education and sex education are used mutually in this study it is not the intention to confuse these with sex instruction. The latter is considered the mechanical provision of sex information which is only one aspect of a diverse subject.

Almost a decade ago Filas (1966) defined sex education as "the fullest development of a male or female so that he or she can foster in themselves their God-given qualities as male

and female." Darden (1963) also implies that sex education is something quite different than delivering bare facts and that "man's sexuality is integrated into his total life development as a health entity and a source of creative power."

FAMILY LIFE EDUCATION IN CANADA AND ALBERTA

The history and progress of family life education in Canada and Alberta is provided in this chapter as an indication of its direction and expansion in school, community and institutions of higher education. It is not intended as a complete history of family life education.

Family life education in Canada has a history of almost thirty years, originating from Dr. Douglas Cram's pioneer programs of 1942 in London, Ontario (Guest, 1968). Even with this pioneering work however, the Canadian Education Association survey (1964) found that no provincial departments of education had been established nor had any comprehensive scheme of family life education. Four of the ten provinces clearly avoided the subject in their curricula, and in the remaining six the material was almost exclusively at the secondary level. This report noted that thirty-five of the fifty-five urban school systems had introduced some element of family life education into the routine school subjects.

Claims by the Canadian Education Association survey (1964) that family life education was "not considered to be

a responsibility of the public schools" in British Columbia or that there had been "no requests from parents yet" in Prince Edward Island testify to the extent of the unmet needs of many Canadian school children ten years ago. Yet even at that time, the majority of the nation's school boards acknowledged the need for programs of family life education in the face of parental failure to meet children's demands.

A major finding of the 1964 Canadian Education Association survey indicated that when responsible students are asked, they are unanimous in urging schools to deal with family life education. Eventually, through the efforts of a number of separate institutions, advances were made. The leadership of the Vanier Institute of the Family (1965), the Canadian Conferences on the Family, and the work of progressive boards of education were among those forces promoting family life education.

The founding of the Vanier Institute of the Family in Canada in 1965 resulted in a number of activities. The Vanier Institute sponsored a survey which was begun in 1967 to discover and classify all programs offered in churches, schools, social agencies and other institutions in Canada. Somerville (1972) reveals that returns from the 1967 survey indicate 1,529 schools among those responding have reported involvement with family life education programs.

Also reflective of the expansion and assisting it was the National Consultation on Family Life Education organized at Banff (Alberta) in 1969 by the Vanier Institute (Somerville, 1972). The importance of the 1969 National Consultation on Family Life Education for the future of family life education in Canada would appear to be the bringing of government and organization representatives together for recommendations concerning the subject of family life education.

Guest (1968) was eventually able to report that the needs of boys and girls at different stages of development were being recognized and kindergarten to grade twelve proposals implemented in the Atlantic provinces, Montreal, Toronto, Winnipeg, and Alberta.

The disclosure by the 1964 Canadian Education Association survey that Alberta had "no course in sex education" was counter-balanced by the explanation that certain aspects were covered in the elective courses. Health and Personal Development, Psychology, Sociology, and Home Economics were cited as having several senior high school courses covering sex education topics. No mention was made however of provisions for junior high school students.

Since the Canadian Education Association findings were published a number of family life programs of varying scope and objectives have been reported in the province of Alberta, examples of which are provided to indicate the nature

of their progress rather than their extent. In 1966 for example, students of the Provost Public School were shown several films on sex education through the efforts of the local nurses. The program, however, never continued in 1967 due to changes in the nursing staff. The Camrose Chapter of the Alberta Association of Registered Nurses also ran a short course related to family life education for mothers and daughters (Eriksson, 1968).

Early school programs were characterized by small scale pilot programs of varying success. Some of today's advances in family life education have their origins in these efforts. The Bonnyville Notra Dame High School provided five one hour sessions with follow-up discussions and the County of Strathcona structured a limited program on sex education and adolescence in several of the junior and senior high schools. Courses on sex information and human reproduction were provided in St. Paul for grades five to nine, and family life education for the senior high schools (Eriksson, 1968).

Several community programs in Alberta have also influenced family life education in the schools. The Family Life Education Council of Edmonton has provided programs to church, home, school, and local institutions. In Red Deer the Social Planning Council in 1967 provided seminars on human sexuality to parents and youths. One of the objectives of the Pincher Creek Family Life Service Bureau was to conduct their programs in cooperation with schools and local churches.

Similar schemes of sex education have been organized by the Edmonton Planned Parenthood Association.

Institutions of higher education have attempted to keep pace with increased demands for courses on family life education, particularly from those wishing to teach in this subject area. The University of Calgary and the University of Alberta are two examples of establishments of higher education incorporating family life education in their Health Education programs in addition to courses offered by the departments of Family Studies, Sociology and Social Welfare.

The foregoing review of family life education programs was presented in order to illustrate the trend in Alberta of slow, persistent effort by various small public agencies toward providing for the special needs of students. It was intended to summarize the kind of programs that have promoted family life education in Alberta rather than the number and extent of such programs. The thought and concern of yesterday can be seen in the strengthened curricula of today.

The present family life courses organized in the Edmonton Separate and Public School Systems are examples of that previous effort and concern. Though far from perfect, like most other school curricula, they reflect the progress made since the 1964 Canadian Education Association survey.

SEPARATE SCHOOL FAMILY LIFE PROGRAM

In the spring of 1969 the Edmonton Catholic School Board administration realized the existance of a need for a Christian family life program at the junior high school level. Between that time and the full implementation of the program into the pilot schools during the 1970-71 school year, much organization and planning ensued.

A director of curriculum was made responsible for the development of a series of rationale papers and the behavioral objectives of a proposed Christian family life program. Three teachers devoted half of their time in the production of a curriculum proposal. Meetings were also held with parents in the school system to gain their "interest and support or rejection" of the pilot program. In those school jurisdictions willing to support a Christian family life program, local advisory committees were established and a system-wide advisory committee formed to bring cohesion into the program once it was fully functioning.

One of the most outstanding features of the Separate School family life program is the high parent involvement within the program. Four important principles involving the parents were used in guiding the introduction and implementation of the program:

> Parents will decide <u>if</u> and <u>when</u> the program will be started in a school.

> Parents will have a say in the evaluation and approval of what is to be taught.
>
> Parents will have a say in choosing materials to be used (curriculum)
>
> .....
>
> Most importantly, parents will decide whether their children will attend Christian Family Life Education classes at all (optional) (Separate School System Circular, 1973).

A second feature shared by the Separate School Board Family Life Education program and the Edmonton Public School Board Perspectives for Living program has been the desire to ensure that research and evaluation is built into the system. In the Spring of 1971, Dr. L. Larson, professor of Sociology at the University of Alberta, with the aid of a university sociology class designed an evaluation of the Christian family life pilot project. The results; Family Life Education In The Junior High School: An Exploratory Study (1971) were summarized in a Separate School Circular (Schneider, 1972). The summary quotes six opinions of Larson (1971) of which the first is relevant to this study: "In my view, the results may be interpreted as strong support for retaining the course, with major modifications to accommodate the particular needs and interests of each grade level."

Divided into two parts and offered "as an option for two of three years" to grades seven, eight, and nine students, the 1973 family life curriculum guide is intended to meet the needs of approximately 1000 students in those junior high

schools providing Christian family life education. As early as 1970 some of these basic needs challenging curriculum construction were listed in a Separate School Board Circular (January 1970) as physiological and psychological needs. The latter included:

1. Need for security.
2. Need for independence.
3. Need for achievement.
4. Need for esteem.
5. Need for understanding and explaining the world about one and relating oneself to it.
6. Need for self-realization.

CHURCH, PARENT AND STUDENT INFLUENCE IN FAMILY LIFE EDUCATION PROGRAMS

Advances in family life education have not been confined only to the schools and curriculum committees. A thrust has been made along several different fronts. The increased influence of the church, the parents, and the students in family life education schemes reflect some of those advances.

Friesen (1969) believes the involvement of the church in family life education is important not only because it is a vital influence in the socialization of the child but because it provides moral direction and a commitment to values. To many people however, the role of religious

institutions in family life education seems to be unclear. Its potential as an influence in family life education would appear unquestionable, particularly in the Catholic school systems where the spiritual aspect of family living and human relations is vitally important.

While complete accord between the various religions is not expected on the issues of family life education, the Inter-Faith Committees and other combinations of denominational cooperation according to Friesen (1969), reveal close agreement on many concepts central to the family. The effort made in Winnipeg in 1965 (Somerville, 1972) to create an interprofessional committee on family life education depended heavily on representatives from the clergy among other sources.

In a ten point guideline by Hollis and Clendinning (1970) for designing the American Baptist Church's approach to sex education, it was emphasized that programs "will begin where youth are, answering realistically today's questions and preparing children for tomorrow's needs." According to a Separate School Board circular the Catholic Church in the wake of the 'knowledge explosion' and the Vatican Council II proposals, has also re-examined itself with a view to offering a new energetic leadership to its followers. This may have considerable implications to Catholic educators in the sphere of family life studies.

As indicated earlier, family life education is very much an area of school activity in which the involvement of parents is uniquely necessary. Though Mace (1962) records many parents admitting to a deep almost insurmountable emotional resistance in providing sex education for their children, the Vatican Council II (Abbot 1966) acknowledges parents "as the first and foremost educators of their children . . . and the first school of those social virtues which every society needs." The aim of many programs like those in Edmonton is to facilitate and reinforce the efforts of parents, and not to weaken family bonds by relieving parents of responsibility.

This reference to family needs is an implicit and vital part of the present study. The expressed needs and interests of a child should not be confined only to a classroom analysis divorced from home and family life, but must, by their nature, pervade the total life of the child; in and out of school. The school and home have a shared responsibility in the area of family life education. The school can strengthen attitudes and offer factual material but it is the parents who add an emotional quality to these. Alertness to the needs and interests of their children could help orient parents to their child's thinking.

Student Influence in Family Life Education

Though the schools, the church, and the parents have been compelled to recognize the need for family life

education programs, research indicates that students have long held the power to make valuable contributions to such schemes. Studies like those done by Blaisdell (1966), Gendell (1966), and Hunt (1970) point to the sources of sex information for boys and girls and to the young peoples estimation of its reliability. Blaisdell (1966) for example, found among 25,000 teenagers, less than seven percent received information on sex from their parents before they heard it from their contemporaries.

Similarly, data obtained by Fleege (1946) found a clear relationship between adolescents' attitude to sex and the manner and sources from which they gained the information. When information was gathered from the street, 53.5 percent of the adolescents considered sex as bad. But, when information was gained from wholesome sources, 80 percent thought sex was good. Hunt's (1970) nationwide survey found 25 percent of the girls wanted sex education to commence at the grade three level, 96 percent said sex education in schools should include the psychological and emotional aspects of sex, 75 percent wanted coeducational classes, 70 percent had no fear that discussions on physical intimacy would provoke them to experiment, and 80 percent preferred teachers with special training, though the sex of the teacher was not considered important. Students in this all-female survey had very definite contributions to make on what material they want, how they want it taught, and when; prime considerations

to any family life program.

Questions Students Ask

Additionally, students may greatly influence both the direction and development of family life programs by the kind of questions they ask. The American School Health Association (1967) credits a pupil's questions as signs of curiosities or problems which can become material for classroom discussion, projects, or reading material. Questions, moreover, allow the teacher to maximize on the "teachable moment" principle. As Filas (1966) stated, when children are old enough to ask a question they are old enough to get an answer suited to their age and mental development.

Again, the maturity and state of readiness of a child or class may be registered by the type of questions they ask. Hollis and Clendinning (1970) reported that boys in the fifth and sixth grade classes know most of the essential facts about sexual intercourse. In a study by Jersild and Tasch (1963), 27 percent of students indicated a concern for self-improvement, self-understanding, and preparation for a job when asked what they would like to learn more about. In 1971, a London Ontario Board of Education survey discovered that in one western Canadian city, over 30 percent of 425 different sex education questions raised by 300 eighth grade children were about the "pill".

The Timing of Family Life Education

Many examples cited in related literature attest to the adolescents' concern for an understanding of those social, emotional, and psycho-physiological aspects of his personal growth. It seems sensible that a student who can verbalize a problem or concern, warrants a frank and honest answer. Specialists (Hollis and Clendinning, 1970; Filas, 1966; Kirkendall, 1950; SIECUS, 1970) strongly recommend the wisdom of teaching students the proper information and terminology earlier, rather than to wait and try to overcome the results of misinformation and wrong concepts. Similarly, authorities like Gesell (1956) and Spock (1970) advise answering questions in terms the child can understand and as fully as the situation requires.

Failure to answer students' questions or 'hush-hush' methods results in negative sex education according to the American School Health Association (1967). This is supported by the London (Ontario) Board of Education finding (1971) that adolescent boys and girls ridicule sex education that evades 'gut issues' such as premarital sex and the pill. Students have been found to react to the omission of such topics by resorting to evasion, subterfuge, embarrassment, and avoidance of asking questions on the issues that matter.

In contrast to this negative teaching Kirkendall (1950) advises providing students with an early understanding of their physical changes "before" puberty occurs. This

anticipation of a child's needs is a much debated issue. Earlier it was indicated that the achievement of a certain developmental task naturally dictates a particular need of a particular child at a particular time. This is not to infer that adjustment to the various developmental stages is mechanical or that the child has to be "coached" to an awareness of his needs whether he wishes this or not. The implication is that at each stage of total growth a "need" will arise that is common to that "stage" (task, crisis, and others). Successful achievement of a "need" could be one of the objectives of a family life educator.

In Sweden, the Royal Board of Education (1957) contends that awaiting the teachable moment is not necessarily the best policy. Many children are consequently given sex information whether they ask for it or not. It can be argued that children develop and mature at different speeds so that what appears satisfactory for one child, may not be satisfactory for another. With deference to Kirkendall's recommendation above, emotional damage sustained by an unready child would seem no better than that sustained by delayed sex education.

Almost as a compromise between the two polarities of early versus late family life education, the Sex Instruction and Education Council of the United States (1970) suggests a student oriented approach. It was proposed to allow the students to proceed at their own optimum pace satisfying their

intellectual curiosity by asking questions and thinking through the answers they receive. Such an approach however, would seem self-defeating, resting mainly on the personality and educational attainment of the student. It would seem to deny the history of care and attention that has often gone into many excellent family life programs built on the experience of its teachers.

The SIECUS proposal seems more applicable to the type of students who might attempt their own solutions to problems. Many of those students who need family life education the most, are the least concerned, neither asking questions nor thinking through their problems.

For many educators, the question "what are the needs and interests of children in Family Life education?" can be answered in terms of formulating objectives and building curricula. These are essential to any worthwhile program. It is the position of this study however, that an understanding of children must precede the selection of content. A recognition and knowledge of adolescent development is therefore regarded as critical to any sympathetic understanding of teen-age needs, interests, and expectations as they relate to family life education, but an expression of needs by youth is also needed.

NEEDS DEFINED: ACQUIRED AND DERIVED NEEDS

Malinowsky in "A Scientific Theory of Culture" (1960) broadly defines "need" as "the system of conditions in the human organism, in the cultural setting, and in the relation of both to the natural environment, which are sufficient and necessary for the survival for group and organism." Expressing it in simpler terms, Montagu (1970) defines a "need" as a "tension, resulting from an alteration in some state of the system and expressing itself in activity which continues until that state is restored."

Montagu considers such activity to be goal directed, and the securing of release from such tension, is the act of satisfaction. The relevance of this thinking to the present study is that "tension" (need) exists in the individual due to some internal or external change, and manifests itself as a state of unrest. The act of tension (need) reduction, according to Montagu, not only achieves homeostasis but in the process advances the individual along a path that Malinowski (1960) suggests has survival values. Need then, possesses a cause-effect relationship, satisfying the organism (need reduction) which grows and develops creating further tension that demands satisfaction.

For example, an adolescent may reach a point of development where communication tensions (needs) arise in his relationships with peers, parents, and the opposite sex.

The degree to which he reduces the tension often determines his particular level of emotional and psycho-social development.

Life, appears full of various tensions. Food, water, air, and elimination are examples of such tensions in the form of "bio-survival needs" (Maslow, 1954) which are considered indispensable needs of man. Other needs or tensions can be created however, through acculturation and civilization. Such needs or wants are referred to by Montagu (1970) as "acquired needs" which may become as powerful as the basic needs of food and water. Malinowski calls these civilized needs "derived" or "socially emergent needs", the refined needs of civilized living.

Developmental Tasks as Needs

"Derived" or "socially emergent" needs are imposed upon the adolescent in the form of developmental tasks. Kaplan (1965) interprets these needs as requirements made on the developing human organism as he grows from childhood to maturity. "Needs" therefore, as used in this study, refer to the resolution of conflicts occasioned by the requirements of each child to achieve his or her adult potential. Each requirement is, in a sense, a stage or sequence, a conflict to be resolved in a developmental history. Mastery of these developmental tasks prepares the adolescent for harder tasks ahead while failure may result in adjustment difficulties, anxiety and social disapproval (Havighurst and Taba, 1963).

Preventing such failures would appear a logical goal of the schools many of which do assist the student by providing family life education material based on the teachable moment principle. Havighurst (1964) expresses the teachable moment as a time when the body is ripe and society requires, and the self is ready to achieve a certain task. As elaborated above, one method of determining this "readiness" is to invite active student participation in selected areas of family life programs such as content. Material could be more task directed with built in flexibility created by the different needs and sophistication of the different age groups varying from year to year in the same community.

As a final consideration it seems important to determine how educators can use the characteristics of adolescents to develop curricula built around what Gesell (1956) calls a psychology of development rather than a psychology of learning. Adolescence is characterized by an important transitional phase clearly delineated by abundant empirical data and occuring for girls between the years of ten to fourteen and for boys between eleven to sixteen years. Within this momentous period many significant developmental tasks are faced.

It was conjectured for instance that since adolescents do have unique developmental characteristics that indicate the stage of maturity reached, they may also attach importance

and interest to family life education topics in ways different from each other. If these needs and interests of students could be determined as they applied to family life education, then curriculum construction might fit more closely the level of development.

It was assumed that if a number of questionnaire items were given to the students their responses might tend to reflect their developmental characteristics. A further assumption was made, that if the questionnaire items were highly related to family life education material, the students' responses (reflecting the particular characteristics of the grade and sex) might yield information on what their concerns and interests were.

Four developmental tasks (see page 7) were selected in the present study as vehicles most appropriate on which to frame the questionnaire items. Adolescent characteristics in each of these developmental tasks provided valuable information on which to pattern questions related to family life education. Grade seven students for example, have many personal worries and fears and are prone to self questioning. They also tend to vacillate between dependence and independence (Byler, 1969). Often there is a tendency to self-identify with general class discussions which may prove painful experiences to them.

In common with grade eight, grade seven students have a great interest in physical development and sex changes, for

they are concerned about their personal appearance. They are also eager to assume their sex roles (Manley 1964) as indicated by the fact that more questions are asked on this topic than any other. Pubescent changes also make boys and girls emotionally aware of each other and though grade seven and eight students are naturally shy, peer relationships are being established for fellowship and support.

Most grade nine students are in the middle of puberty and are particularly sensitive and impressionable. According to Chilman (1970) they are "hungry for guidelines" and are groping to discover the ethical and moral importance of sexual interests. Students from grades seven, eight, and nine ask many similar questions, often of a frank nature. Yet, a large percentage of adolescents are reluctant to ask personal questions in class.

Information of this kind is not recent, having been available for many years within institutions of education. Yet its value to curriculum design could be increased if grade and sex differences relative to need and interest were more closely identified with the subject or topic in question.

From this thought, the hypotheses of the present study were formed. These stated that the expressed needs, interests, and expectations of the junior high school students would be different for grades seven and nine, for males and females, and for the two sexes in both grades.

CHAPTER III

METHODS AND PROCEDURE

METHODS

The purpose of the study was to determine from a sample of the Edmonton Separate Schools:

1. What the grades seven and nine students in the course thought important to learn in the Christian Family Life course.

2. What these students were interested in learning in the Christian Family Life course.

3. What they expected the Christian Family Life course to do for them.

It was intended that information obtained from the study would be made available to the Edmonton Separate School System. The hope was expressed that the selection and placement of curriculum material might be more clearly defined and addressed to the specific needs and interests of junior high school students when these needs are known.

In Spetember 1973 the Separate School Board was approached with a proposal to identify the expressed needs, interests, and expectations of grade seven and nine students enrolled in the current Christian family life education course. This was well received by the School Board whose members were

concerned in upgrading and expanding family life education.

Research Design

As indicated above, the objective of the present study was the identification of the differences in expressed needs, interests, and expectations of junior high school students enrolled in the Christian family life course. As used in the present context "needs" refer to those psychological, emotional, and cultural adjustments to life which were defined earlier as "acquired" or "derived" needs.

Due to the difficulty of defining the word "need" in terms suitable for grade seven students it was substituted by the word "importance" for questionnaire purposes. The rational was that students confused by the general term "need" could relate to what they considered "important".

It was decided to determine student needs, interests, and expectations by structuring questions and statements on the issues of growing up into adults. The questionnaire items were therefore designed to meet two very important criteria in order that they be cogent to the study objectives. First, they had to be developmental tasks applicable to North American youth and substantiate empirical studies (Havighurst, 1967; Erikson, 1963; Jersild, 1963; Adams, 1968). Secondly, they had to be relevant to areas of high concern to family life educators in the Edmonton Separate School System.

Four developmental tasks (see page 7) critical to adolescent development were selected for the questionnaire

design. This restriction was essential to provide depth to the study which might otherwise be destroyed by an exhaustive list of tasks. Since the intention was to assay the interests and expectations of students, as well as their needs, a large number of closed and open-ended questions were involved. Each question or statement was specific to one developmental task. A number of such questions relating to one particular task were randomly placed throughout the questionnaire to avoid influencing responses.

Those questions selected for analysis would be used to test the null hypothesis which states that there are no differences (as measured in the questionnaire items) in the needs, interests, and expectations between:

1. The grade seven students and the grade nine students.

2. The female students in grades seven and nine and the male students in grade seven and nine.

3. The male and female students in the same grade (that is, in grade seven and grade nine).

QUESTIONNAIRE AS THE SURVEY TOOL

Several factors suggested the use of a questionnaire as the survey tool. Family life education material has an emotive quality absent in most academic subjects. Its slow advance into contemporary curricula has been due in large part to its emotionally oriented nature. The questionnaire

method allowed continuous refinement of its substance until considered suitable for student completion. Respondents are often embarrassed to discuss private matters hence the questionnaire provided distance and total anonymity between surveyor and surveyed.

The possibility of large scale administration and retrieval within a controlled classroom setting was another plausible reason for questionnaire usage over other methods. Very important too, was the atmosphere of seriousness created by the school environment, and the concerned assistance from Separate School staff ensuring responsible attitudes to questionnaire completion.

Questionnaire Design

The nine page questionnaire (see Appendix A) given to the random sample of students was divided into four natural divisions (see Table 1, page 37) in concert with the objectives of the study. Division one, besides providing succinct information on the purposes of the study and directions for answering the questionnaire, contained thirteen demographic questions.

Division two, the most important section of the instrument, contained a list of twenty-seven statements based on the four developmental tasks, which received approval from the thesis committee and members of the Edmonton Catholic Schools Family Life Curriculum Committee. Though phrased by

TABLE 1

QUESTIONNAIRE DESIGN: DIVISION OF QUESTIONNAIRE STATEMENTS ACCORDING TO STUDY OBJECTIVES

Related Questions		Tasks	Division
1-15	Demographic information	-	1
16-69	Statements on all four developmental tasks relative to needs and interests.	1-4	2
70-72	Open-end questions contingent on needs.	-	2
73-87	Questions focussing on the interests of students.	1-4	3
88-89	Open-end questions on student interests.	-	3
90-108	Statements on student expectations.	1-4	4
109-113	Open-end questions on the general aspects of the Christian family life course.	-	4

the writer to suit his particular needs relative to readability, cogency, interest, and inclusiveness, these abstractions were entirely based on the empirical findings of studies in which adolescents were requested through questionnaires, check lists and interview techniques to indicate their major problems (Adams, 1968; Cole and Hall 1970; Jersild, 1968; Mitchell, 1971; Schofield, 1965).

Division three contained closed and open questions measuring student interest on family life related topics. Division four was composed of questions identifying student expectations of a general nature and expectations based on the four developmental tasks.

Use of Scaling Technique

Likert scales were used to measure student responses to the questionnaire statements. Students circled one of four letters indicating the degree of need or interest they felt for a statement. Each statement required a double response, first to the degree that the student considered the statement "important" and secondly, to the degree that the student felt it was "interesting" to them.

The theory put forth, was that if, on the strength of research, abstract statements central to the developmental tasks of adolescence could be structured into current adolescent idiom, they could be rated by students using the criteria of importance, interest, and expectations. It was

further imperative and logical to frame the questionnaire statements within the key concepts of family life education. The theory, that a particular response by a student to a specific questionnaire item was a measure of that student's needs and interests as he or she interpreted the item was also considered.

The statements in all divisions of the questionnaire were randomly mixed to avoid "halo" effects and automatic ranking of related items. Statements were not repeated, though a number of items were structured on the same developmental task and dealt with very similar family life issues. This was intentional to provide depth of study at the expense of breadth. Each of the developmental areas included a number of sub-tasks central to adolescent development. For each of these areas, several statements and questions were necessary to measure different aspects of the same task.

The Pre-Test

During the months of September, October, and November, 1973, four revisions were made to the content, syntax, idiom, and length of the questionnaire. Assistance and cooperation on these revisions were received from the Director of Christian family life education for the Edmonton Separate Schools and members of the thesis committee. Valuable information was also gained from an exploratory study

in Edmonton on "Family Life Education in the Junior High School" (Larson, 1971).

A pre-test was administered to a mixed class of thirty-five grade seven students attending the Holy Cross Junior High School. This was a semestered class scheduled to commence the family life course in January, 1974 and were not therefore part of the population from which the sample was drawn.

The pre-test enabled this writer to restructure the wording of several questions, to delete others which were vague, and to simplify a number of demographic items. The length of the questionnaire was reduced and a percentage analysis was performed to determine student response to the questions.

Reliability of the questions was tested by the insertion of questions 100 and 107 which checked the consistency of student response to whether they did or did not expect drug information. A consistent response to both questions required a reversed rating on each question. Consistency of response was also considered a test of question reliability on related groups of developmental task items.

Validity of the questions was tested by comparing student response to open and closed questions, a rational use of the extreme ends of the scales and a high frequency of well considered responses to open-end questions.

PROCEDURE

THE SAMPLE

The students sampled within the family life education classes were not randomly selected though they had been randomly assigned to their classes at the commencement of the 1973 academic year. Therefore, it was assumed they were representative of all students taking the Christian Family Life course.

The family life education classes in which the students had been randomly assigned were randomly sampled from those schools offering Christian Family Life Education at the grade seven and nine levels (see Table 2, page 42). Since St. Mark and The Sacred Heart school did not offer family life education at the grade seven level the grade seven sample was drawn from ten schools. The St. Nicholas grade nine class was semestered to begin in 1974, therefore the grade nine sample was drawn from six schools (see Tables 2 and 3, pages 42 and 43).

Two separate lists (see Table 3, page 43) were drawn up of all schools offering family life education at the grade seven and nine levels. These are referred to as stratum one and two. From each list of schools (stratum) a random sample of fifty percent of the schools was selected. Thus, five schools were selected from stratum one offering family life education at the grade seven level and three schools

TABLE 2

EDMONTON SEPARATE SCHOOLS PROVIDING CHRISTIAN FAMILY LIFE EDUCATION AS OF SEPTEMBER 1973

Schools	Years in Program	Enrollment 7	8	9	R/S	Total
1. L.S. Laurent (Cartier-McGee)	4	68	35	...	R*	103
2. Holy Cross	2	61	46	46	S**	153
3. Mount Carmel	2	32	10	...	R	42
4. Sacred Heart	1	...	25	32	R	57
5. St. Cecilia	4	133	72	35	R	240
6. St. Francis of Assisi	2	56	...	...	R	56
7. St. Gabriel	2	60	40	28	R	128
8. St. James	2	32	...	29	R	61
9. S.J. Thompson	4	23	24	...	R	47
10. St. Kevin	1	23	25	50	R/S	128***
11. St. Mark	1	...	46	...	R	46
12. St. Nicholas	2	28	...	28	S	56

* R Regular academic year.

** S Semestered academic year.

*** One class of thirty semestered students = 128.

TABLE 3

EDMONTON SEPARATE SCHOOLS OFFERING CHRISTIAN FAMILY LIFE AT THE JUNIOR HIGH SCHOOL LEVEL

Stratum One	Stratum Two
Schools Offering Christian Family Life Education at Grade 7 Level	Schools Offering Christian Family Life Education at Grade 9 Level
1. L. S. Laurent	1. Holy Cross
2. Holy Cross	2. Sacred Heart
3. Mount Carmel	3. St. Cecilia
4. St. Cecilia	4. St. Gabriel
5. St. Francis of Assisi	5. St. James
6. St. Gabriel	6. St. Kevin
7. St. James	
8. S. J. Thompson	
9. St. Kevin	
10. St. Nicholas	

were selected from stratum two offering family life education at the grade nine level (see Table 4, page 44).

TABLE 4

SCHOOLS SELECTED FOR THE SURVEY

Stratum One	Stratum Two
Grade Seven	Grade Nine
1. St. Nicholas	1. St. Gabriel
2. Sir J. Thompson	2. St. Kevin
3. St. Francis of Assisi	3. St. James
4. St. Cecilia	
5. L. S. Laurent	

From the eight schools (see Table 4, page 44) randomly sampled, a further random sample by class was necessary in those cases where two or more classes received Christian family Life education. Only one class at the grade seven and nine level were sampled from each school. By the random selection procedure it was possible that the same school might be drawn from both lists where a school provided the course at the grade seven or nine levels. By chance however, the same school was not sampled from both stratum. Thus contamination of student responses was eliminated and the sampling frame was as large as possible.

Description of the Sample

The schools studied were geographically located in various areas of the city of Edmonton. All classes sampled contained males and females and all students were currently enrolled in the family life program. The sample was composed of 205 students of which 129 (62.9 percent of the total survey group) were grade seven students and seventy-six (37.1 percent) were grade nine students. Of the grade seven students, seventy-four (58.3 percent) were females and fifty-five (41.7 percent) were males. In grade nine, thirty-nine (51.3 percent) of the students were females and thirty-seven (48.7 percent) were males.

The average class size was 25.6 students with a range of thirty-two to nineteen pupils per class. This was the first year of family life education for 88.3 percent of the sample.

Basic Characteristics of the Sample

Of the 205 students, 113 (55.1 percent) were females and ninety-two (44.9 percent) were males. Their ages ranged from eleven years of age (11.2 percent) to sixteen years (0.5 percent). Forty-seven percent of the sample was aged twelve years, 12.7 percent was aged 13 years, 24.2 percent was aged fourteen years and 3.9 percent was aged fifteen years. The occupations of the respondents' fathers were fairly equally distributed between the categories (see

Appendix B) of professional, skilled, and semi-skilled. Almost half of the respondents' mothers were homemakers (see Appendix B) and of the 53.2 percent that were employed outside the home 29.3 percent were semi-skilled, 6.8 percent were skilled, 6.8 percent were unskilled and 5.4 percent were professionally trained workers.

Asked to name their favorite sport or game, 80 percent of the sample indicated (see Appendix B) team sports and 13.7 percent preferred individual sports and games. Only 24.4 percent of the students said they had no hobby. The three most popular hobbies (see Appendix B) were cultural, mechanical and sports oriented. While the response to the question "What is your favorite club?" was clouded by a large number of missing cases (68.3 percent) the most popular choice was sports clubs.

DATA ANALYSIS

Since the purpose of the study was to determine if the needs and interests of the students were different, it was decided to determine if student response to a question was dependent on the grade or sex of the respondent. An applicable test of statistical significance for data of this kind is the chi-square test. The .05 level of significance was utilized for all tests. In addition to the chi-square tests an important part of the data analysis involved comparing of student responses (in percent) to each of the

rating scale categories.

Selection of Instrument Items for Analysis

The questionnaire contained a large number of questions to measure (1) the needs, (2) the interests, and (3) the expectations of students on questions based upon the developmental tasks. A number of questions were also designed to determine the general expectations that students may have in the family life course. Eleven questions were of a demographic nature and a further ten questions were of the "open" kind asking students general questions about the course. It was not the writer's intention to analyze all the "closed" questions but rather to select liberally from the most inclusive items. A criteria for item selection was therefore imperative and included the following:

1. Questions had to represent the four developmental tasks and where the question reservoir was large enough, to include items measuring importance (need), interest, and expectation.

2. The basic objective of the study was the determination of expressed differences in the needs and interests within and between the sexes and the grade levels. It was therefore essential to "control" the study by analyzing the same group of inclusive items in each of the three subcategories of the null hypothesis. Analysis of the same select items from each of the null hypothesis categories would

more clearly indicate the true relationship of different student needs and interests as they related to the variables of grade and sex.

3. The first computer print-out (January, 1974) provided the number of missing cases and the frequency of response in percent for all items. Questions with a high number of missing cases were eliminated. Additional items were rejected where low response rates created percentage frequencies capable of being misinterpreted.

4. A second statistical analysis (February, 1974) tested the relationship between related items and grade level and sex using the chi-square test. Those items significant at the .05 level were cross-tabulated by sex while controlling for the grade during the third statistical analysis. The same group of questions was thus examined on each category of the null hypothesis facilitating comparisons and allowing conclusions to be drawn.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to determine the different needs, interests, and expectations of junior high school students in areas related to family life education. Questionnaire responses were analyzed in two ways:

1. Actual percentages of students responding in each category.

2. Chi-square tests with a level of significance set at the .05 level.

The null hypothesis to be tested stated that there are no differences (as measured on the questionnaire items) in the needs, interests, and expectations between:

1. The grade seven and nine students.

2. The female students and the male students.

3. The male and female students within the same grade (grade seven and nine).

The needs, interests, and expectations of the students were determined by designing the questionnaire items on the issues faced by adolescents in growing up. In the present study these issues were called developmental tasks. Questions closely related to adolescent development were constructed on four developmental tasks crucial to the adolescent (Havighurst, 1967; Ausubel, 1954; Adams, 1968).

Not only were the questions concerned with these four tasks, but they were phrased in such a way to be particularly relevant to several topics covered by family life programs. Student response to the questions, might therefore reveal certain differences in their needs and interests for Christian family life material.

The results of the survey are discussed in the following manner:

1. Discussion of the <u>different needs</u> between grade seven and nine, between males and females, and between the sexes within each grade.

2. Discussion of the different interests between grades seven and nine, between males and females and between the sexes within each grade.

3. Discussion of the different expectations between grade seven and nine, and between males and females.

4. Discussion of the "open" questions.

The following section discusses the results related to grade level and student needs. Questions with a chi-square value (X^2) significant at the .05 level are considered as sufficient evidence to reject the null hypothesis of no difference between the variables of sex and grade. They are proof that differences do exist. These are the results discussed in this study. Those questions with a chi-square value not significant at the .05 level (except for selected exceptions) are considered as supporting the null hypothesis

of no difference between the variables. These are not discussed but are placed in Tables 18-23, Appendix D. Questions not significant at the .05 level are important and need to be examined in a further study.

NEEDS RELATED TO THE GRADE LEVEL OF THE STUDENTS

Developmental Task One: Self Concept and Self Identity

Of the thirty-two questions structured on the needs and interests of the students, six were related to the developmental task of self concept and self identity. As noted in Table 5, question forty-six (the need to understand themselves better) indicated clear differences between the needs of grade seven and nine students on this task. This was the only question on this task significant at the .05 level.

When grade seven was compared with grade nine on question forty-six, the results indicated that grade seven students had a greater need for this kind of knowledge than was true for grade nine. It was revealed that 22.4 percent of grade nine students stated they had no need to further understand themselves.

This finding not only rejected the null hypothesis of no difference between the grades, but it can be assumed that the seventh grade may benefit if provision is made in the

TABLE 5

NEEDS RELATED TO THE GRADE LEVEL OF THE STUDENTS

Developmental Task Questions	Task	Grade	n	Need		
				Very Important	Important	Not Important
Q.46 To understand myself better so that I can really get to know other people.	1	7	125	66.4*	25.6	8.0
		9	76	47.4	30.2	22.4
Q.34 To understand that nocturnal emissions (wet dreams) in boys are normal but may cause some boys to worry.	2	7	110	38.2	34.1	22.7
		9	76	17.1	34.2	48.7
Q.62 To understand that menstruation in girls is normal but may cause some girls to worry.	2	7	127	52.8	33.9	13.4
		9	76	27.6	35.5	36.8
Q.28 To understand why petting affects the emotions and feelings of girls differently from boys.	3	7	120	48.3	39.2	12.5
		9	76	34.2	38.2	27.6
Q.48 To understand about the feelings and thoughts that boys and girls have for each other.	3	7	125	60.8	28.0	11.2
		9	76	46.1	50.0	3.7

TABLE 5 (Continued)

Developmental Task Questions	Task	Grade	n	Need: Very Important	Need: Important	Need: Not Important
Q.58 To understand what the dangers of petting are.	3	7	122	59.0	25.4	15.6
		9	74	43.2	36.5	20.7
Q.18 To understand what young people can do to communicate better with their parents.	4	7	129	71.3	17.8	10.9
		9	76	55.3	32.9	11.8
Q.16 To understand that other members of my family have needs.	4	7	129	58.1	36.4	5.4
		9	76	32.9	50.0	17.1
Q.44 To understand why young people have troubles with parents over dating, going steady.	4	7	128	67.2	21.8	11.0
		9	76	47.4	38.2	14.5
Q.60 To understand that other members of my family have feelings too.	4	7	127	68.5	26.8	4.7
		9	76	47.4	40.8	11.8

*In terms of percent

family life course for an understanding of the self concept.

Developmental Task Two: Emotional Adjustment to Growth and Development

Seven of the questions used to test the null hypothesis were related to task two on adjustment to physical growth and development. Three of these questions (see Table 5, page 52) indicated definite differences between the needs of grade seven and nine students on this task.

When the results of question thirty-four on the emotional understanding of nocturnal emissions were compared with the results of question sixty-two on the understanding of menstruation, it was revealed that on both of these questions dealing with sexual changes the seventh grade students felt that there was a greater need for emotional adjustment information of this kind.

If the ninth grade is compared with the seventh grade on question thirty-four it is shown that the ninth grade students regard themselves as having much less need for information on nocturnal emissions. A speculation on the greater seventh grade need for more information on nocturnal emissions may be their insatiable curiosity for all kinds of information compared to the ninth grade students greater experience concerning nocturnal emissions.

The presentation of facts on anatomy and physiology on the male and female systems with emphasis upon function is suggested for seventh grade pupils. Complete and accurate

answers to the grade nine students questions are needed but their experience and sophistication also requires learning experiences that develop an understanding of the growth of the body and its relationship to the emotional and social aspects of life.

Developmental Task Three: Emotional Adjustment to Increased Sexual Awareness and Sex Drive

Three of the eleven questions based on the sexual adjustment task revealed sharp differences in the needs of the students to understand certain aspects of their sexuality. As for most of the other questions, grade seven students' needs appeared to be greater than grade nine students' needs.

For example, if a comparison is made between grade seven and grade nine students on their responses to question twenty-eight (see Table 5, page 52) on the emotional effects of petting, it can be stated that grade seven students (87.5 percent) reveal a greater need to know the emotional differences between boys and girls consequent to petting than was true for grade nine students (72.4 percent). It can further be stated that 27.6 percent of the ninth grade compared to 12.5 percent of the seventh grade students considered they had no need. These figures imply that grade seven students felt a greater need in this area.

The different sexual and emotional development of grade seven and nine students will need to be considered when boy and girl relations are discussed. The results of question

twenty-eight reveal substantial needs by students in both grades. While the greater need of grade seven students is evident in the results, the present finding may also reflect less reticence on the part of grade seven students in expressing their need. Material and discussions explaining that the sex drive is stronger and earlier for males than for females but that females tend to develop heterosexual interests earlier may prove of value in creating a better understanding of the opposite sex in both grade levels.

Student rating of question forty-eight on the importance of understanding the feelings of the opposite sex disclosed that a larger percentage of grade nine students (96.1 percent) compared to grade seven students (88.8 percent) considered they need such information. If further comparison is made between the percentage of grade nine (3.7 percent) and grade seven students (11.2 percent) stating they had no need of this topic, it is evident that the need was less in the seventh grade.

This result was particularly interesting because there were few cases where grade nine needs were greater than grade seven needs. The largest response to "very important" was made by the seventh grade students (60.8 percent) but the response to any questionnaire item should be examined totally. Hence, it is as important to compare the percentage responding 'not important' as it is to compare those responding 'important' and 'very important'.

The results indicated on question forty-eight, show that boys and girls from both grades want to know how the other thinks and feels. Increased emphasis on material related to emotional differences and feelings between the sexes appears a reasonable conclusion reached from these results. The greater ninth grade need to understand the opposite sex could be planned around an explanation of the different strength of the sex drive in males and females. Discussion of the problems arising from this difference could be profitable.

Question fifty-eight on the dangers of petting, was not significant at the .05 level but was considered sufficiently close at the .09 level of significance to be reported. If a comparision is made between grade nine and grade seven students, the latter exhibited a greater need to know more about petting. Fifty-nine percent of grade seven students compared to 43.2 percent of grade nine students considered the question as very much needed by them.

It was concluded that both grades felt they needed this kind of information, and could profit from curricula that plan for adolescent concerns on petting issues. This was especially true for grade seven students.

Developmental Task Four: The Need to Communicate and Relate to Others

Eight of the questions used to test the null hypothesis were related to task four, the need to communicate

and relate with others (see Table 5, page 52). Five of those questions rejected the null hypothesis. This was the largest number of questions in any developmental task to exhibit distinct differences between the needs of grade seven and nine students. The results clearly indicated that on each of the five questions, the seventh grade students felt a greater need for an understanding of the issues central to family relationships than was true for the ninth grade students.

When grade seven was compared with grade nine on question eighteen, the results revealed that more grade seven students (71.3 percent) felt a greater need to improve communication with their parents. More grade nine (32.9 percent) than grade seven students (17.8 percent), however, rated this question as important. Thus, the total number of seventh and ninth grade students attaching importance to question eighteen were approximately the same. Since 'important' and 'very important' are both measures of need compared to 'not important' (no need), the needs of both grades are evident on this question.

From the results of question eighteen it can therefore be stated that both grades indicated they could profit from topics related to the communication task. A different emphasis on communication problems for seventh and ninth grade students is suggested by these findings. Both grades could benefit from discussions and materials examining the

duties and obligations of parent and child. Grade seven students role playing on issues focussed on the family, may provide insights on potential decision-making. Grade nine students may be concerned to foster parent relations but less inclined to do anything about it. Curricula should allow them to explore the significance of adult reasoning and to argue the issues of greatest concern.

Similarly on question sixteen dealing with the needs of other family members, both grades manifested their need to understand their families better but the results show that grade nine students have considerably less need than the grade seven students for this kind of understanding. This clearly indicated that different emphasis should be placed on this subject in grades seven and nine to respond to their different levels of need and sophistication.

If the seventh and ninth grade responses are compared on question forty-four (see Table 5, page 52) which is concerned with parent-child communication troubles over dating, and going steady, the results indicate both grades felt they had the need to understand their conflicts with parents over sex related issues such as dating. It was revealed, however, that the seventh grade needs were greater in this respect.

Further comparison between the seventh and ninth grade responses to questions forty-four and sixty, demonstrated that not only did more seventh grade students need help on

these topics but a larger percentage of the ninth grade students felt they had no need of the material.

While rejection of the null hypothesis was implicit within these results it can be stated that both grades seven and nine students displayed the need for a clearer understanding of the nature of communication and how it can be improved. The results suggested that curriculum plans offering topics on communication, adjusted to suit both grades, might be a sound investment for a progressive family life program.

NEEDS RELATED TO THE SEX OF THE STUDENTS

The following section discusses the results related to the sex of the student. Only those questions rejecting the null hypothesis of no difference are discussed. Questions not significant at the .05 level are placed in Tables 18-23, Appendix D.

Eighteen questions were designed to test the null hypothesis of no difference in needs between the male and female students in grades seven and nine. Of those eighteen questions covering the four developmental tasks, questions twenty-eight and sixty rejected the null hypothesis at the .05 and .06 levels of significance. Question sixty was accepted since it was sufficiently close to the .05 level of significance to indicate evident dependence between the question rated and the sex of the rater. As noted in Table

6 there were no questions significant at the .05 level in developmental tasks one and two.

TABLE 6

NEEDS RELATED TO THE SEX OF THE STUDENTS

Developmental Task Questions	Task	Sex	n	Need		
				Very Important	Important	Not Important
Q.28 To understand why petting affects the emotions and feelings of girls differently from boys.**	3	F	109	48.6*	38.5	12.8
		M	87	35.6	39.1	25.3
Q.60 To understand that other members of my family have feelings too***	4	F	112	61.6	34.8	3.6
		M	91	59.3	28.6	12.6

*In terms of percent

**Significant at the .05 level

***Significant at the .06 level

Developmental Task Three: Emotional Adjustment to Increased Sexual Awareness and Sex Drive

When the females and males in grades seven and nine were compared on question twenty-eight for their need to understand the different emotional influence petting exerts on males and females, the results indicated that females considered this to be a greater need than the males did.

It was revealed that not only did a larger percentage of females feel a greater need for an understanding of question twenty-eight, but it was also shown that almost twice the percentage of males (25.3 percent) compared to females (12.8 percent) felt this particular information was not needed by them.

This finding may indicate the operation of the 'double standard' among the males and females by which the girl considers herself the more responsible for the control of petting. Frank discussion on the joint responsibilites of boys and girls for their actions and the natural emotional responses related to kissing and petting would appear most realistic when taught in mixed classes.

Developmental Task Four: The Need to Communicate and Relate with Others

When the students were requested to respond to question sixty (see Table 6, page 61) on understanding the feelings of other members of the family, the results indicated that the females felt a greater need than the males for this aspect of communication. Though both sexes believed the subject was

highly needed, 12.1 percent of the males contrasted with 3.6 percent of the females judged they had no such need.

Supported by these results a reasonable conjecture might be that both males, and females, could gain from activities and materials accentuating this type of empathic understanding within families. The results also reflect the need to provide a different emphasis for the sexes on this subject.

NEEDS RELATED TO THE SEX OF THE STUDENTS IN GRADE SEVEN AND GRADE NINE

Ten questions were designed to test the null hypothesis of no difference between males and females in the same grade. Of those ten questions, two, based on emotional adjustment to sexual awareness, (see Table 7, page 64) rejected the null hypothesis at the .05 level when tested for differences between the sexes at the grade seven level. No differences were found in the needs of grade nine males and females at the .05 level of significance.

Developmental Task Three: Emotional Adjustment to Increased Sexual Awareness and Sex Drive

The results of question twenty-eight on the need to understand why petting affects the emotions and feelings of boys differently from girls (see Table 7, page 64) revealed that 58.6 percent of grade seven females regarded the question as very important, compared to 34.0 percent of the grade seven

males. Furthermore, 20 percent of the grade seven males compared to 7 percent of the females felt they had no need to understand this aspect of sexual development.

From these results it would appear that grade seven females would prefer curriculum designs that implement a fuller understanding of the emotional and psychological issues surrounding dating and petting practices.

TABLE 7

NEEDS RELATED TO THE SEX OF THE STUDENTS IN GRADE SEVEN

Developmental Task Questions	Task	Sex	Grade	n	Need		
					Very Important	Important	Not Important
Q.28 To understand why petting affects the emotions and feelings of girls differently from boys.	3	F	7	70	58.6*	34.3	7.1
		M	7	50	34.0	46.0	20.0
Q.58 To understand what the dangers of petting are.	3	F	7	74	69.0	21.1	9.9
		M	7	53	45.0	31.4	23.0

*In terms of percent.
Significant at the .05 level.

Question fifty-eight asked how important it was "to understand what the dangers of petting are". The greater need of grade seven females was again clearly revealed. When comparison was made between the males and females in the seventh grade, 90.1 percent of the females expressed the need for a greater understanding of petting compared to 76.4 percent of the males. If a comparison is made between grade seven students stating they had no need for this knowledge, the difference is even sharper, 23.6 percent felt no need in contrast to 9.9 percent of the females.

The results of questions twenty-eight and fifty-eight may reflect the greater need for females to conform to social expectations than is true for the males. The finding suggests grounds exist for separating males and females on this subject. The natural advantages of mixed classes however is evident since meaningful discussions and role playing depend upon male and female points of view.

There would seem to be sufficient support for the suggestion that females in particular, but males also, could profit from teaching material preparing them for the radically different psychosexual make-up of each other. Student panels that debate subjects such as petting, how to be popular, what boys expect of girls, what girls expect of boys, may stimulate student thinking regarding what constitutes acceptable teenage conduct.

INTERESTS RELATED TO THE GRADE LEVEL OF THE STUDENT

Thirteen questions related to the four developmental tasks attempted to measure the interest of students. Of the thirteen questions, five (see Table 8, page 67) were significant at the .05 level when tested for association by grade.

The basic pattern of response on each of these questions was a higher degree of interest among grade seven students and a correspondingly lower degree of interest among grade nine students. This conforms closely to the developmental patterns of early adolescence. Grade seven students compared to grade nine students are interested in a diverse range of subjects. Interest in their own bodies naturally takes high priority.

Developmental Task Two: Emotional Adjustment to Growth and Development

When the ninth grade students were compared with the seventh grade students on question eighty-four (see Table 8, page 67) based on understanding why many girls develop physically faster than boys, 43.8 percent of grade seven students were very interested as opposed to 21.1 percent of the ninth grade students. A further comparison between the students under consideration, revealed 34.2 percent of the ninth grade and 22.7 percent of the seventh grade students displayed no interest in the disparity between male and female

TABLE 8

INTERESTS RELATED TO THE GRADE LEVEL OF THE STUDENTS

Developmental Task Questions	Task	Grade	n	Interest		
				Very Interested	Interested	Not Interested
Q.84 Why is it that many junior high school girls are ahead of the boys in physical development.	2	7	128*	43.8	33.6	22.7
		9	76	21.1	44.7	34.2
Q.74 When should I start dating?	3	7	123	52.2	28.3	19.7
		9	76	35.5	25.0	39.5
Q.77 How can I be attractive to the opposite sex?	3	7	123	57.7	22.8	19.5
		9	76	31.6	38.2	30.3
Q.87 Why do my parents interfere so much in my business?	4	7	128	50.0	27.3	22.7
		9	76	35.5	30.3	34.2
Q.19 To understand what young people can do to communicate better with their parents.	4	7	116	44.0	44.0	12.1
		9	76	35.5	38.2	26.3

*In terms of percent

physical development.

These results not only reveal the relatively greater seventh grade interest in question eighty-four but it also discloses the general low level of interest felt in common by both grades for the material. The disinterest of the older and slightly more sophisticated grade nine students might be partially explained by their involvement with the later stages of puberty attended by considerable transference of awakening interest from the purely physical to the emotional and psychological differences between the sexes.

Conclusions from these results suggest that material on physical development will need to be related to the students' needs if it is to maintain their interest. Students may also benefit if their instruction attempts to create an awareness of the physiological principle that growth is not dependent on chronological age but rather on physiological age, and the extent of the students' sexual development.

Developmental Task Three: Emotional Adjustment to Increased Sexual Awareness and Sex Drive

If a comparison is made between the grade seven and nine students responses to question seventy-four, it can be stated that the seventh grade students (80.5 percent) were more interested in knowing when to start dating than were the ninth grade students (65 percent). It was disclosed that 39.5 percent of grade nine students contrasted with 19.7 percent of the grade seven students were disinterested in

the subject of beginning dating. This finding is supported by adolescent developmental psychology. Rogers (1962) investigated dating practices and found that 75 percent of females and 70 percent of males have their first date prior to the age of fifteen years and sixteen years respectively. Cole and Hall (1970) cite a more recent study of girls, in which 20 percent under fourteen dated, 70 percent over fourteen dated, and 90 percent over sixteen years dated.

Thus many of the older and more experienced grade nine students may have already dated and lack the seventh grade students greater interest in beginning dating. The inclusion of material paralleling the onset of heterosexual relationships occurring in early adolescence would appear natural and educationally sound for grade seven students. Activities and material that direct the boy and girl to an understanding and appreciation of their different feelings towards each other and the opportunities inherent in dating for social and emotional growth could be an important part of the family life education program.

Content material related to dating for ninth grade students might be centred on learning to appreciate differing attitudes towards love and sex and becoming more sensitive to the feelings of others.

Students were requested to state how interested they would be to appear attractive to the opposite sex in question seventy-seven (see Table 8, page 67). Analysis of the results

clearly indicates that the seventh grade students were more interested (80.5 percent) to have the answers to this statement than were the grade nine students (69.8 percent). It was also shown that 30.3 percent of grade nine students were disinterested in appearing attractive to the opposite sex, compared to 19.5 percent of grade seven students.

These findings suggest that family life education curriculum plans for the seventh grade students might reaffirm the importance of personality, grooming, hygiene, and etiquette as valuable components of being attractive.

Developmental Task Four: The Need to Communicate and Relate with Others

Comparison between the responses of the seventh and ninth grade students to question nineteen testifies to the greater interest of the seventh grade students to improve their communication with parents (see Table 8, page 67). The results indicated 88.0 percent of the seventh grade were interested in improving communication as opposed to 73.5 percent of the ninth grade. Twenty-six percent of grade nine students compared with 12.1 percent of grade seven students felt no interest in fostering better parent-child relations.

According to Cole and Hall (1970), conflict over authority and submission, is a problem basic to parent-adolescent relations. The grade seven and nine students were asked in question eighty-seven, how interested they were to know why their parents interfere in their affairs. Comparison

between the seventh and ninth grade students revealed that the seventh grade students were the most interested in having an answer to question eighty-seven and more grade nine students (34.2 percent) than grade seven students (22.7 percent) stated they were not interested in the sources of parent interference.

Though these results do indicate the different degrees of interest between the seventh and ninth grade students, it is clear that the dissimilarity between the grades is not so sharp as on other developmental tasks. There would appear sufficient justification in these results for curriculum material that includes this topic in both grades. The different levels of interest among ninth and seventh grade students also implies the need for different emphasis on the current communication problems of both grades.

INTERESTS RELATED TO THE SEX OF THE STUDENT

Of the thirteen questions used to measure the different interest of students, question seventy-four (see Table 9, page 72), on the subject of starting to date was significant at the .05 level when tested for association by sex.

Developmental Task Three: Emotional Adjustment to Increased Sexual Awareness and Sex Drive

The students were asked to indicate how interested they would be to have an answer to question seventy-four ("when should I start dating?"). When the males were compared with the females on question seventy-four the results indicated

TABLE 9

INTERESTS RELATED TO THE SEX AND GRADE LEVEL OF THE STUDENTS

Developmental Task Questions	Task	Sex	Grade	n	Interest		
					Very Interested	Interested	Not Interested
Q.74 When should I start dating?	3	F	-	112	37.5*	28.6	33.9
		M	-	91	56.0	25.3	18.7
Q.69 To understand why some boys and girls are sensitive and embarrassed by their physical changes.	2	F	7	74	54.1	28.4	17.6
		M	7	53	32.1	45.3	22.6
Q.82 What are the effects of petting and necking on boys and girls?	3	F	9	39	38.5	38.5	23.1
		M	9	37	64.9	21.6	13.5

*In terms of percent

the males were much more interested than were the females.

It was revealed that 81.3 percent of the males compared to 66.1 percent of the females felt an interest in knowing when to start dating and 33.9 percent of females compared to 18.7 percent of the males had no interest in the topic. Earlier dating patterns, resulting from an earlier sexual maturation may account for the lower female interest.

Since the males are clearly interested in the subject of dating, sufficient grounds seem to exist to warrant instruction to meet their level of interest. In addition, material would need to be age-adjusted to meet the particular physical and emotional development of the two grades.

INTERESTS RELATED TO THE SEX AND GRADE OF THE STUDENTS

Ten questions were tested to determine possible differences between male and female response within the seventh and ninth grades. Question sixty-nine was significant at the .05 level, when tested for association by sex at the grade seven level, and question eighty-two was sufficiently close (.07 level of significance) to suggest a possible association between males and females when tested at the grade nine level.

Developmental Task Two: Emotional and Psychological Adjustment to Growth and Development

The students were requested to indicate, (question sixty-nine, see Table 9, page 72), their interest in understanding why many boys and girls are sensitive and embarrassed by their physical changes.

When the total interest of grade seven males and females were compared on question sixty-nine it was shown that very little difference existed between the sexes. The difference was also minimal between those males (22.6 percent) and females 17.6 percent) with no interest in the subject. However, when a comparision was made between the degree of interest expressed (very interested and interested), it can be stated that grade seven females were the most interested to understand the emotional implications of their physical changes.

The provision of material that would meet the interests of the grade seven students in the area of emotional adjustment to physical and sexual changes is suggested by these results. The greater interest of the seventh grade females might be planned for by directing more attention to those physical changes unique to adolescent girls.

Developmental Task Three: Emotional Adjustment to Increased Sexual Awareness and Sex Drive

The students were asked in question eighty-two to indicate how interested they would be to understand the effects of petting and necking on boys and girls. The results clearly

revealed that 64.9 percent of the males were very interested compared to 38.5 percent of the females. It was also shown that while 23.1 percent of the females felt no interest on the effects of petting and necking, only 13.5 percent of the males expressed disinterest in the subject.

The greater male interest in the effect of petting and necking indicated by these results may be attributable to the delayed sexual maturation of males compared to females. Cole and Hall (1970) maintain that girls are more sex-conscious than boys of their own age and the present findings may reflect a difference of interest between the ninth grade male and female students due to different levels of emotional and sexual maturity. Ausubel (1965) maintains that these dissimilarities of boys and girls in their size, physiological age, interests and attitudes makes the period from twelve to fifteen years the worst possible time for junior high school students to be educated together.

There appears sufficient reason to assume from these results, however, that grade nine males and females could benefit from family life education material providing for their different rate of emotional and psychosexual development. Though the difference between male and female interests on the effects of petting is high, it is questionable that separate classes would be any more effective or appropriate than mixed classes in reconciling the different psycho-sexual nature of boys and girls which needs to be understood

and discussed together. Jersild (1963) supports this conclusion in his assertion that "the school can be of direct help to adolescents if it gives a good course in physical and mental hygiene, in which sexual development and adjustments to it are adequately stressed and are presented in an objective manner."

STUDENT EXPECTATIONS

Nineteen questions were constructed to determine the students' expectations. Eleven of the nineteen questions were related to the four developmental tasks previously used to determine the needs and interests of the students. Eight questions were also based on the general expectations of the students. Chi-square provided a test of association between the question and the variables of sex and grade. Questions significant at the .05 level and smaller were used to reject the null hypothesis.

The statistical analysis of the student expectations differed in three respects from the previous analysis of their needs and interests:

1. Approximately half of the questions were of a general nature. It seemed important in a survey proposing to determine student expectations, to make provision for expectations not directly related to the developmental tasks.

2. The questions were not tested for association by sex while controlling for grade since this analysis was

already performed on several related "open-end" questions. Moreover, many of the questions attempted to determine the students' general expectations of the family life course rather than the developmental tasks. The need to identify differences between the sex at the seventh and ninth grade levels on general questions appeared unnecessary.

3. The five-point rating scale was not reduced into a three-point rating scale (as were the scales of importance and interest) since the frequency of response within each scale was sufficiently high to provide useful analysis if retained separately. Therefore, though 'strongly agree' and 'agree' were combined as a single measure of agreement, and 'strongly disagree' and 'disagree' were combined as a single measure of disagreement, the five scales could be used for separate analysis of the data when the occasion required.

Of the eleven developmental task questions tested for association by grade, eight were significant at the .05 level and one, question ninety-eight, was significant at the .05 level when tested for association by sex. Seven of the eight general questions were significant at the .05 level when tested for association by grade. Question one hundred and seven was significant at the .05 level when tested for association by sex.

EXPECTATIONS RELATED TO THE GRADE LEVEL OF THE STUDENTS (BASED ON THE DEVELOPMENTAL TASKS)

Developmental Task One: Self Concept and Self Identity

Question ninety-seven (see Table 10, page 79), asked the students if they expected the Christian family life course to help their self-understanding. The results indicated that 81.7 percent of the seventh grade and 74.4 percent of the ninth grade students agreed in expecting assistance in self understanding from the Christian family life course. Almost twice the percentage of grade seven students compared to grade nine students strongly agreed in expecting help.

Developmental Task Two: Emotional and Psychological Adjustment to Growth and Development

When the seventh and ninth grade students were asked in question one hundred and four (see Table 10, page 79), if they expected to understand the changes taking place in their bodies, the results clearly indicated that seventh grade students anticipated a greater understanding of this aspect of the family life program. Eighty-five percent of the seventh grade students and 68.9 percent of the ninth grade students agreed to this expectation.

It was also shown that 45.1 percent of seventh grade students compared to 16.7 percent of ninth grade students strongly agreed to expect information on the physical changes

TABLE 10

EXPECTATIONS RELATED TO THE GRADE LEVEL OF THE STUDENTS BASED ON THE DEVELOPMENTAL TASKS

Developmental Task Questions	Task	Grade	n	Expectations				
				Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Q.92 I expect the CFL course will help me to get along better with my brothers and sisters.	4	7	73	43.8	39.7	12.3	2.7	1.4
		9	74	24.3	29.7	37.8	6.8	1.4
Q.93 I expect to understand the opposite sex much better after taking the CFL course.	3	7	73	28.3	23.3	13.7	4.1	2.7
		9	74	5.4	32.4	16.2	12.2	4.1
Q.95 I expect to be able to make more friends after taking the CFL course.	4	7	73	23.3	47.9	19.2	9.6	0.0
		9	74	10.8	31.1	25.7	24.3	8.1
Q.97 I expect the CFL course to help me to understand myself better.	1	7	72	45.8	36.1	11.1	2.8	4.2
		9	74	23.0	51.4	12.2	9.5	4.1

TABLE 10 (Continued)

Developmental Task Questions	Task	Grade	n	Expectations				
				Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Q.98 I expect to be able to talk to my parents about the CFL course.	4	7	72	37.5	38.9	19.4	2.8	1.4
		9	74	18.9	40.5	23.3	13.5	2.7
Q.99 I expect the way I feel about my family will improve.	4	7	72	34.7	40.3	20.8	2.8	1.4
		9	73	15.1	46.6	26.0	9.6	2.7
Q.101 I expect to get along better with my parents.	4	7	73	43.8	35.6	15.1	4.1	1.4
		9	74	6.8	51.4	21.6	14.9	5.4
Q.104 I expect to understand the changes taking place in my body.	2	7	71	45.1	40.8	14.1	0.0	0.0
		9	72	16.7	52.8	16.7	9.7	4.2

in their bodies. The grade nine students response may have been attributable to their having received information on physical development in the first year of the course.

The results suggest that curriculum planning should prepare for the different expectations of students according to their different physical and psychological maturity and the influence that the stage of physical development and growth has on the adolescents' interest and motivation to learn about his own physical and sexual changes. Teachers might also plan for the physical differences between students within the same grade, for as Chilman (1969) points out, "each student brings his physical as well as his cultural and experiential self to the educational setting." Since an adolescent fears to be different from his peers, reassurance on the naturalness of his physical changes may reduce his sensitivity and self consciousness.

Developmental Task Three: Emotional Adjustment to Increased Sexual Awareness and Sex Drive

The seventh and ninth grade students were asked, in question ninety-three, if they expected to understand the opposite sex much better after taking the Christian family life course. More seventh grade students (51.6 percent) contrasted with ninth grade students (37.8 percent) agreed with this expectation.

It would certainly appear from these results that the seventh grade students expect more information concerning

the opposite sex than do the ninth grade students. The findings suggest that the informal nature of the class relationship in family life education has much to offer students apart from the subject matter itself. Within the limits imposed by the educational setting, boys and girls in grades seven and nine, may learn to relate to each other as valued and valuable human beings first, and males and females second. Learning together through class projects, books, lectures, audio-visual aids, and discussions may help to reduce anxieties and foster interpersonal relationships between the sexes.

Though different emphasis appears desirable for the different grade levels and possibly for the earlier maturing females, the student expectations in response to question ninety-three seem to support family life education plans that provide an understanding of the other sex. Co-education in family life education classes seems a prerequisite for this understanding.

Developmental Task Four: The Need to Communicate and Relate with Others

When the seventh and nine grade students were asked in question ninety-two (see Table 10, page 79) if they expected the Christian family life course to help them get along better with their brothers and sisters, 83.5 percent of the grade seven students agreed, compared to 54 percent of the ninth grade students. Though 43.8 percent of the

seventh grade students strongly agreed in expecting to communicate better, only 24.3 percent of the ninth grade shared this anticipation.

There would appear reasonable evidence in these results for the conclusion that curriculum planning that pays attention to sibling relationships and their problems, might prove beneficial to the students, particularly those in grade seven. Material could be planned that teaches the child how to live as a family member, sharing family possessions and responsibilities. Laycock (1967) emphasises the fact that sibling disputes and conflicts are not unnatural but that children can be taught that such conflicts may be resolved by understanding, empathy and love.

Evidently, the expectation to make more friends (question ninety-five) as a result of taking the Christian family life course (see Table 10, page 79) was anticipated by 70.2 percent of grade seven students compared to 49.1 percent of grade nine students. It was further revealed that 32.4 percent of the ninth grade students did not expect any such increase.

Question ninety-eight (see Table 10, page 79) asked the students if they expected to be able to talk to their parents about the Christian family life course. The response disclosed that the seventh grade students (81.9 percent) were much more hopeful of discussing the course than was true for the ninth grade students (59.4 percent). More grade nine

students were undecided on what to expect, and 16.2 percent compared to 4.2 percent of the grade seven students, did not expect to discuss the family life course with their parents.

The response to question one hundred and one, (see Table 10, page 79) which requested the students to indicate if they expected to get along better with their parents, revealed distinct differences between the seventh and ninth grade students. It was shown that 43.8 percent of the seventh grade students strongly agreed in expecting to get along better with parents compared to 6.8 percent of the ninth grade students. An additional finding revealed not only more grade nine than grade seven students undecided on this question, but 19.9 percent of the grade nine students compared with 5.5 percent of the grade seven students did not expect enhanced relations with parents.

Questions ninety-eight and one hundred and one are both concerned with adolescent and parent relationships. According to Laycock (1967) parent-child conflicts are greatest between thirteen and sixteen years of age when the drive for independence is experienced. The lower expectancy of discussing the family life course and improving parent-adolescent relationships may reflect the greater ninth grade desire for independence. The younger and apparently more enthusiastic seventh grade student, with high expectations in so many areas of family life education (see Table 10, page 79),

may be less realistic in his expectations of the Christian Family Life program.

The results clearly reveal substantial differences in the expectations of seventh and ninth grade students. While suggestions in this study tend to centre around the provision of different or additional material for the grade expressing the greatest need, interest, or expectation, there is implicit within this study, the demand for further research to investigate the reasons for these differences and to consider those questions where students responses were the same.

It may be concluded from these results that the greater seventh grade students' expectations need different emphasis in the planning of family life education topics. It is an equal concern to determine what the expectations are of the grade nine students and why they have such expectations. When these are known it may be possible to meet their needs and interests more closely.

Evidence from the results of the communication task indicate that both grades, especially the seventh grade, have high expectation to improve communication and could benefit from the provision of guidelines for healthy adolescent-parent relationships. Teaching methods that encourage student decision-making, while recognizing their growing maturity and need for independence, may be instrumental in reducing family conflicts and promoting responsibility for their own conduct.

GENERAL EXPECTATIONS RELATED TO THE GRADE LEVEL OF THE STUDENTS

The students were asked in question ninety (see Table 11, page 87), if they expected to enjoy the Christian family life course. In both grades (seven and nine) the majority of students were almost equally agreed that they expected to enjoy the course.

The difference between the grades prevailed largely on the degree of expectation. It was revealed that 53.4 percent of the seventh grade students compared to 21.6 percent of the ninth grade students strongly agreed in expecting to enjoy the family life course.

Analysis of the results of question ninety-four (see Table 11, page 87) revealed that 71.2 percent of grade seven students compared to 45.9 percent of grade nine students expected the family life teacher to be the greatest help with their personal problems. More (33.8 percent) grade nine students than grade seven students (15.1 percent) were unsure about the family life teachers help and more grade nine students (20.4 percent) than grade seven students (13.9 percent) disagreed in expecting help from the family life teacher.

The difference in expectations between the grades on this question may be due to the grade seven and nine students different conception of the teachers' power and authority image. Over half of the ninth grade students were either unsure of the teachers' help or did not expect it. Possible

TABLE 11

GENERAL EXPECTATIONS RELATED TO THE

GRADE LEVEL OF THE STUDENTS

General Questions	Grade	n	Expectations				
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Q.90 I expect to enjoy the CFL course.	7	73	53.4	30.1	12.3	2.7	1.4
	9	74	21.6	60.8	16.2	0.0	1.4
Q.94 I expect my CFL teacher to help me the most when I have problems.	7	73	23.3	47.9	15.1	9.6	4.1
	9	74	5.4	40.5	33.8	14.9	5.4
Q.96 I expect to be a more responsible person after taking the CFL course.	7	73	47.9	32.9	11.0	5.5	2.7
	9	74	21.6	39.2	23.0	12.2	4.1
Q.100 I expect that drugs will not be an important topic in the CFL course.	7	72	27.8	16.7	15.3	11.1	29.2
	9	74	8.1	14.9	21.6	20.3	35.1

TABLE 11 (Continued)

General Questions	Grade	n	Expectations				
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Q.103 I expect the CFL course to be one of my most important school subjects.	7	72	36.1	33.3	16.7	9.7	4.2
	9	74	18.9	17.6	29.7	18.9	14.9
Q.106 I expect to enjoy school more because I will have fewer worries.	7	74	39.4	38.0	15.5	5.6	1.4
	9	74	17.6	33.8	23.0	17.6	8.1
Q.107 I expect to know something about drugs.	7	72	34.7	36.1	18.1	1.4	9.7
	9	74	13.5	40.5	18.9	14.9	12.2

reasons for this low expectancy of help may be attributable to the stage of independence reached by the older ninth grade student. Reluctance to expect help may be due to a general reaction against adult authority. Rather than not expecting the teacher's help the student may be rejecting it. Vacillation between the powerful influence of peer group conformity and adult control, in this case the teacher, may account for the high percentage (33.8 percent) of ninth grade students unsure of the teachers assistance.

Similar results were found on question ninety-six (see Table 11, page 87) which tried to determine whether students expect to be more responsible after taking the Christian family life course. Comparison revealed 80.8 percent of the grade seven students expected a heightened sense of responsibility as a result of the course, compared to 49.1 percent of the ninth grade students with similar expectations. Twice the percentage of grade nine students (23 percent) compared to grade seven students (11 percent) were undecided on question ninety-six and 16.3 percent of the ninth grade students had no expectations of increased responsibility contrasted with 8.2 percent of the grade seven students.

The results of question 100 and 107 (see Table 11, page 87), were interesting since they were the only two questions related to drugs. Student response to question one hundred ("I expect that drugs will not be an important

topic in the Christian family life course".) revealed a greater expectation for drug information among grade nine students compared to the grade seven students.

Comparision between these two grades revealed that 55.4 percent of grade nine students compared to 40.2 percent of grade seven students expected drug information to be an important topic in the Christian family life course. More grade seven students (44.5 percent) than grade nine students (23 percent) expected the drug topic to be unimportant in the family life course.

The results of question one hundred and seven ("I expect to know something about drugs.") raises doubt on the reliability of question one hundred. The latter question (one hundred) was inserted (see page 40) to check consistency of response by the students.

The results of question one hundered and seven indicated that 78 percent of the seventh grade students compared to 54 percent of the grade nine students expected drugs to be an important part of the course. Moreover, 27.1 percent of grade nine students in contrast to 10.8 percent of grade seven students had no expectation of drug information.

Comparision of questions one hundred and one hundred and seven demonstrates an inconsistency in the seventh grade students responses. This may be due to a "halo" effect of the preceding questions or, that a positive answer to question one hundred required a ranking in what the student might consider

the negative response column.

When the seventh and ninth grade students were compared on their response to question one hundred and three (see Table 11, page 87) relative to the importance of family life education as a school subject, 69.3 percent of the grade seven students and 36.5 percent of the grade nine students expected the family life course to be one of their most important school subjects. The results also indicated that 33.8 percent of the ninth grade students contrasted with 13.9 percent of the seventh grade students did not anticipate the course being of major importance to them at school.

EXPECTATIONS RELATED TO SEX

Question ninety-eight (see Table 12, page 92) required the students to indicate if they expected to be able to talk to their parents about the Christian family life course. The results revealed that though the percentage of males (65.6 percent) and females (68.1 percent) were similar in expecting to discuss the course with their parents, a greater percentage of females (16.3 percent) disagreed with this expectation compared to the males (4.2 percent).

When the students were asked in question one hundred and seven (see Table 12, page 92) if they expected to know something about drugs, 70.3 percent of the females expected this topic to be included in the course, compared to 54.1 percent of the males. It was also clear that 29.2 percent

TABLE 12

EXPECTATIONS RELATED TO THE SEX OF THE STUDENTS

Developmental Task Question and General Questions	Task	Sex	n	Expectations				
				Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Q.98 I expect to be able to talk to my parents about the CFL course.	4	F	74	28.4	37.2	16.2	14.9	1.4
		M	72	27.8	40.3	27.8	1.4	2.8
Q.107 I expect to know something about drugs.	-	F	74	25.7	44.6	20.3	2.7	6.8
		M	72	22.2	31.9	16.7	13.9	15.3

of the males compared to 9.5 percent of the females had no expectation of drug information.

Though the difference between the males and females on this topic reflect the greater female expectancy for drug information, the percentage of both sexes anticipating drug information suggests the provision for this information to meet their separate needs. The family life teacher stands in the strategic position of being able to help in the

identification of those who need attention and to provide students with information about sources of assistance. The open discussion of the problem and an understanding of its dangers could also be a part of a creative program of prevention (Cole and Hall, 1970).

RESULTS OF THE "OPEN" QUESTIONS ON ISSUES RELATED TO THE CHRISTIAN FAMILY LIFE EDUCATION CURRICULUM

Several "open-end" questions were structured in the questionnaire on issues considered important to family life teachers. It was considered that what interests the student, what he expects from the course, what he enjoys the most, and similar information might be of use to teachers in the preparation of family life material.

The questions were not framed with the intention of testing the null hypothesis since this was accomplished by the closed questions. They were included to determine the students' spontaneous opinions, undirected by the "closed type" questions, in topics suggested by themselves rather than those of the questionnaire scales.

The following results are based upon a percentage comparison of students response to each question using the variables of sex and grade and then grade while controlling for sex (see Tables 24-31, Appendix F).

When the students were asked "Is there anything else important to you that you want taught in the Christian Family

Life course?' (Table 24, Appendix F), slightly over half of the students indicated they were satisfied with what was being taught. Grade nine was more satisfied than grade seven and the males were more satisfied than the females.

Those students dissatisfied, intimated that they wanted sex education, emotional development, and communication taught. More grade seven students than grade nine students wanted sex education taught and the females wanted the subject more than the males did.

The most enjoyable aspects of the Christian Family Life course (question seventy-one) were methodology (Table 25, Appendix F) new information, and sex education. Methodology (films, discussion, role playing, and others) was enjoyed most by grade nine students and by males more than by females. The grade nine students, especially the females, also enjoyed new information more than the seventh grade.

Grade seven students enjoyed sex education the most and grade nine females enjoyed it the least. "New information" was popular with grade seven, and the males in particular. Of those selecting the teacher as the most enjoyable aspect of the course, grade nine females and grade seven males predominated.

When asked "What do you dislike most about the Christian Family Life course?" (question seventy-two), the majority of the students asserted they were satisfied with the course, implying they had no dislikes. A much greater

percentage of grade nine students than grade seven students exhibited dislike of the methods used in presenting the course (Table 26, Appendix F).

Reference to questions seventy-one and seventy-two on what the students enjoyed the most and disliked the most (see Tables 25 and 26) reveal an inconsistency in the percentage of students responding to the methodology categories. This is explained by the need to keep the 'film' and 'teacher' categories in question seventy-one separate because of the large number of students rating them as 'enjoyable'. In question seventy-two since the film and teacher categories were seldom disliked they were included as sub-categories within 'methodology' rather than retained separately. It is suggested that analysis of Tables 25 and 26 should consider this explanation when these tables are being compared.

Slightly more than forty percent of the students said they were satisfied with the course when requested to state what other things they would be interested in learning (question eighty-five). Twenty five percent of the students were eager to learn about sex education of which grade seven students formed the majority.

To the question "How could Christian Family Life be made more interesting to you?" (Question eighty-nine), many students felt greater interest could result from increased class involvement, better class communication, and more teaching on student relationships. Female response was the

highest on each of these three suggestions, but more males (especially in grade nine) than females felt sex education would enhance interest in the course.

Though many students stated they expected "nothing" from the course, many (especially the girls) did expect assistance in improving their ability to communicate and increase their knowledge of life. A high expectation of drug information among grade seven males was counterbalanced by low expectations for this topic by grade nine girls.

Five major reasons for taking the family life program were given in response to question one hundred and eleven; "Why are you taking the Christian Family Life course?" In order of importance, these were:

1. interest
2. knowledge of life
3. self development
4. knowledge of people
5. increased sex knowledge.

Females in general and grade nine girls in particular, chose the course for interest and to learn about life. This was similar to results found by Larson (1971). Slightly more grade nine students (especially girls) enrolled for reasons of self development. However, the motive of learning about people was of greater consequence to grade seven students. Sex knowledge was a much more powerful reason for grade seven boys taking the course than for grade seven girls. It was of

less importance to grade nine students and its low priority (fifth) may be due to an equally low interest among the females.

When questioned (Question 112) on the grade they would like to begin the Christian Family Life course in, half of the students said grade seven. But whereas the ninth grade students selected grades seven, eight, and nine as suitable grades to begin the program the seventh grade students chose grades seven, six, and five in that order. In Larsons' study (1971) male students considered the course should begin in grade one while females felt it should begin in junior high school.

SUMMARY OF THE "OPEN" QUESTION RESULTS

Students seemed remarkably satisfied with the family life course according to the responses to the "open" questions. Generally, the students demonstrated a keen sense of responsibility and eagerness to rectify several aspects of the course and to effect changes in a number of others. This maturity of response provides valuable information on the kind of student in the course.

Clear differences between sex and grade were evident in the responses. Though the grades and sexes were unanimous, for example, on what they enjoyed best, more grade nine students gravitated towards "methodology" and "new information". Conversely, grade seven students rated sex education as the

most enjoyable aspect of the course.

With reference to question seventy-two, grade differences were more prevalent on what the students disliked about the course but were minimal between the sexes. Students felt "interest" could be increased (Question eighty-nine) by greater attention to communication and interrelations and improved methods of teaching the family life course. Others felt the introduction of more sex education was the answer. Both sex and grade differences prevailed on this question.

Though most students were satisfied with the course (question one hundred and nine) others expected help in communication, a knowledge of life, and increased drug information. Considerable difference between the two grades prevailed within those categories on what the students expect the course to do for them.

Within the five major reasons selected for taking the course, appreciable differences existed between male and female motives in both grades, however, most students knew why they enrolled, and by inference, what they wanted from the course.

Grades seven and six were the major grade choices in which to commence the family life course and conflict of opinion on the selection of other grades was relegated more to grade than to sex.

CHAPTER V

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of the study was to determine the different needs, interests, and expectations of junior high school students enrolled in the Edmonton Separate School System "Christian Family Life Education" course.

It was considered that information received from the study might be of assistance in providing guidelines on grade placement of family life education material and improved knowledge of developmental differences between adolescents. It was further believed that this information might aid curriculum designs.

Student needs, interests, and expectations were identified by structuring questions and statements on four developmental tasks considered important to adolescent development. A questionnaire based on these developmental tasks was designed and administered to students enrolled in the Edmonton Separate School's Christian Family Life Education course.

The null hypothesis was stated that no difference in the needs, interests, and expectations existed between grades seven and nine students or between males and females. The null hypothesis was tested by chi-square with a level of significance set at the .05 level and the data was analyzed

by a percentage comparison of students responding to the question categories.

CONCLUSIONS

Needs of the Students

Grades seven and nine. Substantial differences were found between the needs of grade seven and nine students enrolled in the Christian family life education course. On all questions except one, grade seven students indicated a greater need to understand the issues of growing up. The one exception revealed that grade nine students felt a greater need to understand the feelings and thoughts of the opposite sex.

Seventh grade students expressed a greater need than the ninth grade students to understand themselves and their sexual changes associated with nocturnal emissions and menstruation. The need was also greater among grade seven students to determine the emotional differences between the sexes consequent to petting. Though grade seven needs were greater for an understanding of the issues associated with petting, both grades revealed a definite need for this information.

Grade seven students also indicated a greater need to communicate and resolve their conflicts with parents and to understand their brothers and sisters. They also disclosed a greater need than grade nine students to understand the

feelings of other members of their family.

It can be concluded from the results that students do have an awareness of their needs and they are prepared to indicate the extent of this need when permitted. This was true for grade seven and nine students. This finding was also evident when student interests and expectations were investigated.

A valuable insight gained from these results was the pattern of a large percentage of grade nine students to respond to the category of 'important' compared to a large percentage of grade seven students responding to 'very important'. This difference in level of need seems to suggest that the selection of content and resource material for a particular grade level should give consideration to the maturation level of the pupils being taught.

Also of value is the finding of different response frequencies to the various need categories within the grades. This seems to imply the need to plan family life education for dissimilar needs within the same grades. Consequently, the finding of different needs within and between the grades seems valuable to curriculum design since it suggests a student's knowledge, readiness, and capacities should neither be underestimated or overestimated.

Another conclusion reached from the results is the need for content to meet the changed needs of youth as they progress through the junior high school. Support for this

conclusion is clear from the results. Grade nine students had less need than grade seven students for the developmental tasks of self understanding and physical growth. Conversely, seventh grade needs were consistently higher on the communication task question.

The message for family life education curriculum design appears to be the need to anticipate demands from grade seven students on a variety of subjects and from both grades on improving communications and relationships. It is concluded that ninth grade students will also require an indepth study of communication problems and the psychological and emotional nature of the opposite sex commensurate with their increased intellectual and emotional development.

Needs of males and females. The difference in needs between males and females was not as great as the difference found between the grades. An explanation for this may be:

1. That differences between the grades were already established on these questions, and by implication there was less discrepancy between the male and female needs within grades seven and nine than between the grades.

2. When males and females were therefore tested for differences on the same questions, it is conjectured that the tendency for males and females to respond the same, mutually cancelled out the dissimilar responses between the same sex.

3. It is suggested that this would therefore tend to reduce any large difference between male and female responses.

Females felt a greater need to understand the different emotional influences petting exerts on males and females. More females than males also needed to understand the feelings of other family members. This finding suggests that females may profit from curriculum construction that directs girls to a fuller comprehension of the kinds of relationships to which they are currently being exposed and those relationships to be encountered as they mature.

In addition, males and females might benefit by the structuring of experiences which will develop emotional maturity and assist them in developing acceptable social behavior towards each other and their family members. The results do not indicate the methods to be employed in fostering interpersonal relations but it would seem logical that discussion presenting varied points of view on heterosexual and family relations could prove valuable. Furthermore, it is concluded that a different emphasis upon male and female relationships may be necessary for the earlier maturing females who are concerned with the emotional aspects of petting and family relations.

Needs of males and females in grade seven. Grade seven females felt a greater need to understand the emotional influence of petting and the problems associated with it than

was true for grade seven males.

This information has several features of value. First of all, the grade seven students clearly express their need for this information which might therefore be made available to them in some acceptable form. It could be naturally integrated in a wider topic of human relationships and thus placed in perspective with other forms of human interaction.

Secondly, such information should consider the students expressed level of need. The greater female need on the subject of petting may require a different emphasis. It is suggested that teaching materials might approach the boy-girl relations topic, through discussion and understanding of the self (the mind, personality and emotions). Relationships with the opposite sex might then be discussed by a study of masculine and feminine roles in society fostering an appreciation of the need for responsible attitudes.

Interests of the Students

Grades seven and nine. More seventh than ninth grade students were interested in the different rates of male and female growth. Seventh grade students were also more interested than ninth grade students on dating issues, appearing attractive to the opposite sex, improving communication with parents and understanding parental influence in their affairs.

It appears from these findings that grade seven students were more interested than grade nine students on the

three developmental tasks used to measure student interests. This is noteworthy since the span of grade seven interest appears to be general rather than specific. Instructional programs might consider this information.

It was evident however (see Tables 5 and 8, pages 52 and 67) that a substantial percentage of the students in grades seven and nine expressed neither need nor interest in the developmental task questions. Though it is not contended that all student needs and interests can be reconciled, the results do suggest some positive alternative that attempts to make provision for the different interests of students. Family life education programs may have to re-examine how interesting the present curricular material is and to what extent it relates to the students in the context of their lives.

It appears that content material may need to respect the intellectual and emotional differences between grade seven and nine students. In addition, family life education may have to plan for the varied interests within grades seven and nine. The teaching technique referred to in chapter two, of permitting students to turn in, written anonymous questions, might be useful in determining the topics and range of interests within the grades.

Males and females. Males were more interested in dating than were females. Grade seven females were more interested than grade seven males to understand adolescents

sensitivity to their physical changes and grade nine males were more interested than grade nine females in petting and necking information.

It is concluded from these results that male students at both grade levels seem to be more interested than female students in physical relationships with the opposite sex. This information suggests that instructional material may need to consider these male and female differences at both the seventh and ninth grade levels.

Assuming that males and females receive family life education instruction together it would seem desirable to make provisions for both grades that considers the different interests of the sexes in male and female relationships. Instruction that treats dating and petting as only one aspect of a persons total sexuality would also seem desirable.

If this could then be related to the need for communication (indicated by the results) and concern for others, the curriculum material might thus attempt to reconcile different male and female maturational interests. This would seem additionally desirable as part of a communication theme attempting to promote empathy between the sexes.

Expectations of Students

Grades seven and nine. Expectations of the grade seven students were greater than those of the grade nine students on all the developmental task questions.

More grade seven than grade nine students expected help in understanding themselves and their physical changes. Grade seven students had greater expectations than grade nine students of understanding the opposite sex, of improving their relations with parents, siblings and friends, and of discussing the Christian family life education course with their parents.

The seventh grade students' expectations were clearly different from those of the ninth grade students. The results revealed that not only did the grade seven students expect more from the course but their expectations were stronger on all the developmental tasks, they were less inclined to disagree wtih the expectations, and their level of indecision was never as high as was the case for the grade nine students.

The reasons for this distinct difference in expectations between the two grades is not clear. A solution to the question however would seem of value to those teaching family life education courses since the expectations of a student could be instructive to curriculum design. A students' expectations might be regarded as an unconscious awareness of his needs and interests before these are verbalized. Knowledge of the students' expectations in the family life education course could be particularly valuable to grade placement of material and curricula construction since they would seem to suggest anticipation and preparation by the student for a particular course of action.

The results suggest that more than 70 percent of the grade seven students reveal positive expectations to benefit on every developmental task except that of understanding the opposite sex better. The value of this finding to progressive family life education curricula could be of practical importance in the selection of content material.

General expectations. Grade seven students expectations to benefit from the course were higher than those of grade nine students on all the general questions. More grade seven students expected to enjoy the course than was true for grade nine students and more grade seven students considered the course to be their most important school subject. This last finding questions the earlier results of Larson (1971) who found students did not consider the course more important than others.

Open End Questions Related to Curriculum Material

Grade seven and nine. Students revealed a keen sense of responsibility and eagerness to see improvements in the methods and content material of the Christian family life course.

Differences between the sexes and the grades were evident in their responses. Grade differences were most evident on what the students enjoyed best and disliked most and how course interest could be increased. Differences were

particularly evident on what students expected from the course and the best grade in which to begin family life education. Sex differences were most pronounced on the questions of creating course interest and the reasons for taking the course.

In conclusion it may be stated that substantial differences were found between the grade seven and nine students relative to their needs, interests, and expectations. Less numerous but equally distinct differences were found between the males and females in grades seven and nine on their needs, interests, and expectations. A small number of differences were also found between the sexes at the seventh and ninth grade levels when their needs and interests were identified. The results of the 'open' questions reinforced the existance of grade, sex, and intragrade differences in student needs, interests, and expectations.

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APPENDIX A

CHRISTIAN FAMILY LIFE (C.F.L.) EDUCATION SURVEY

THE UNIVERSITY OF ALBERTA
and the
EDMONTON SEPARATE SCHOOL BOARD

The purpose of this study is to learn:

1. What you think is important for you to learn in the Christian Family Life course.

2. What you are interested in learning in the Christian Family Life course.

3. What you expect the Christian Family Life course to do for you.

By answering the following questions YOU and the SCHOOLS may benefit. You have below, the chance to let the teachers know what YOU think is important and interesting to learn in the Christian Family Life (C.F.L.) course. You will therefore be helping your teachers to plan the C.F.L. course.

THIS IS NOT A TEST. There are no right or wrong answers. Please answer all questions. DO NOT write your name on this questionnaire. This will help us keep your answers strictly confidential.

1. How old are you?

   1. _____ 11 or younger
   2. _____ 12
   3. _____ 13
   4. _____ 14
   5. _____ 15
   6. _____ 16 or older (Specify age:_____)

2. What school do you attend?

   1. _____

3. What grade are you in?

   1. _____ 7th
   2. _____ 9th

4. What is your sex?

   1. _____ Female
   2. _____ Male

5. How many children are in your family?

   1. _____ I am the only child
   2. _____ There is one child besides myself
   3. _____ There are two children besides myself
   4. _____ There are three or more children besides myself (Specify how many:_____)

6. Where were you born?

   1. _____ Canada
   2. _____ United States
   3. _____ British Isles (England, Ireland, Scotland)
   4. _____ Europe (France, Germany, Greece, Italy, Austria, Scandinavia, and others)
   5. _____ Poland, Czechoslovakia, Hungary, Russia
   6. _____ Elsewhere (Specify:_____)

7. What province were you born in?

   1. _____ Alberta
   2. _____ British Columbia
   3. _____ Saskatchewan
   4. _____ Manitoba
   5. _____ Ontario
   6. _____ Quebec
   7. _____ Newfoundland
   8. _____ New Brunswick
   9. _____ Nova Scotia
   10. _____ Other (Specify:_____)

8. If your father works what kind of work does he usually do?

   _____
   (name or title of father's job)

9. If your mother works what kind of work does she usually do (other than housework)?

   _____
   (name or title of mother's job)

10. Is this the first year or the second year you have taken the "Christian Family Life Education" course?

    1. _____ 1st year
    2. _____ 2nd year

11. What sport or game do you play the most?

    1. _____

12. Do you have a favorite hobby?

    1. _____ Yes
    2. _____ No

13. If you have a hobby what is it?

    1. _____

14. If you belong to any clubs which is your favorite club?

    1. _____

15. What is the sex of your present Christian Family Life Education teacher?

    1. _____ Female
    2. _____ Male

How important is each statement below in helping You to understand the problems of growing up? Show how important each statement is to You by circling the most suitable letter. Only circle one.

VERY IMPORTANT	VI
IMPORTANT	I
SOMEWHAT IMPORTANT	SI
NOT IMPORTANT	NI

After circling how important each statement is, circle how interesting it is to You.

VERY INTERESTING	VI
INTERESTING	I
SOMEWHAT INTERESTING	SI
NOT AT ALL INTERESTING	NI

16-17.	To understand that other members of my family have needs.	VI	I	SI	NI	VI	I	SI	NI
18-19.	To understand what young people can do to communicate better with their parents.	VI	I	SI	NI	VI	I	SI	NI
20-21.	To understand how to get along with my friends in order to be accepted by them.	VI	I	SI	NI	VI	I	SI	NI

IMPORTANT		INTERESTING	
VERY IMPORTANT	VI	VERY INTERESTING	VI
IMPORTANT	I	INTERESTING	I
SOMEWHAT IMPORTANT	SI	SOMEWHAT INTERESTING	SI
NOT IMPORTANT	NI	NOT AT ALL INTERESTING	NI

		IMPORTANT				INTERESTING			
22-23.	To understand that it is what a person feels about himself that will decide how happy he or she is.	VI	I	SI	NI	VI	I	SI	NI
24-25.	To understand that arguments in families can be prevented if parents and children try to understand each other better.	VI	I	SI	NI	VI	I	SI	NI
26-27.	To understand why a man and a woman's behavior is different (from each other) even though they are equally important.	VI	I	SI	NI	VI	I	SI	NI
28-29.	To understand why petting affects the emotions and feelings of girls differently from boys.	VI	I	SI	NI	VI	I	SI	NI
30-31.	To understand why the <u>physical</u> changes in my body may also change the way I feel about myself.	VI	I	SI	NI	VI	I	SI	NI
32-33.	To understand that C.F.L. teachers try to teach teenagers <u>how</u> to decide what is right and wrong not <u>what</u> is right and wrong.	VI	I	SI	NI	VI	I	SI	NI
34-35.	To understand that nocturnal emissions (wet dreams) in boys are normal but may cause some boys to worry.	VI	I	SI	NI	VI	I	SI	NI
36-37.	To understand that many parents <u>want</u> to "get along well" with their children and want to be able to understand them.	VI	I	SI	NI	VI	I	SI	NI
38-39.	To understand why my friends are so important to me at this time of my life.	VI	I	SI	NI	VI	I	SI	NI
40-41.	To understand that teenagers can trust their C.F.L. teachers and feel free to discuss personal matters with them.	VI	I	SI	NI	VI	I	SI	NI
42-43.	To understand that most boys and girls like to feel loved and wanted by another person.	VI	I	SI	NI	VI	I	SI	NI

IMPORTANT		INTERESTING	
VERY IMPORTANT	VI	VERY INTERESTING	VI
IMPORTANT	I	INTERESTING	I
SOMEWHAT IMPORTANT	SI	SOMEWHAT INTERESTING	SI
NOT IMPORTANT	NI	NOT AT ALL INTERESTING	NI

		IMPORTANT				INTERESTING			
44-45.	To understand why young people have troubles with parents over dating, going-steady	VI	I	SI	NI	VI	I	SI	NI
46-47.	To understand myself better so that I can really get to know other people.	VI	I	SI	NI	VI	I	SI	NI
48-49.	To understand about the feelings and thoughts that boys and girls have for each other.	VI	I	SI	NI	VI	I	SI	NI
50-51.	To understand that learning to <u>love others</u> is a very important part of christian family living.	VI	I	SI	NI	VI	I	SI	NI
52-53.	To understand that what a person says and how that person behaves is more important than good looks when choosing friends or dates.	VI	I	SI	NI	VI	I	SI	NI
54-55.	To understand why it is normal for many girls and boys to feel frustrated and irritable at times.	VI	I	SI	NI	VI	I	SI	NI
56-57.	To understand why some boys and girls are heavier or taller or more developed than other boys and girls.	VI	I	SI	NI	VI	I	SI	NI
58-59.	To understand <u>what</u> the dangers of petting are.	VI	I	SI	NI	VI	I	SI	NI
60-61.	To understand that other members of my family have feelings too.	VI	I	SI	NI	VI	I	SI	NI
62-63.	To understand that menstruation in girls is normal but may cause some girls to worry.	VI	I	SI	NI	VI	I	SI	NI
64-65.	To understand why Christ is such a wonderful example for all Christian families.	VI	I	SI	NI	VI	I	SI	NI
66-67.	To understand the difference between <u>the real me</u> and <u>the other me</u> (that wants to be a track or movie star for example).	VI	I	SI	NI	VI	I	SI	NI
68-69.	To understand why some boys and girls are sensitive and embarrassed by their physical changes.	VI	I	SI	NI	VI	I	SI	NI

70. Is there anything else important to you, that you want taught in the C.F.L. course?_____

_____

_____

71. What do you enjoy most about the C.F.L. course?

_____

_____

72. What do you dislike most about the C.F.L. course?

_____

_____

Young people would often like to ask the kind of questions listed below. Indicate how interested You would be to have the answers to some of these questions. Indicate YOUR INTEREST by circling the appropriate letters.

Circle	VI	if you are	VERY INTERESTED
Circle	I	if you are	INTERESTED
Circle	SI	if you are	SOMEWHAT INTERESTED
Circle	NI	if you are	NOT AT ALL INTERESTED

73.	How do the female and male reproductive systems work?	VI I SI NI
74.	When should I start dating?	VI I SI NI
75.	Why is it I want to be someone else (track star, hero, good looking, etcetera) instead of just myself?	VI I SI NI
76.	What is Venereal Disease (V.D.)?	VI I SI NI
77.	How can I be attractive to the opposite sex?	VI I SI NI
78.	Sometimes I need my family for advice and help, sometimes I need my friends. Whose advice should I follow, my family or my friends?	VI I SI NI
79.	Would the opposite sex date a person who may not be good looking, but has a nice personality?	VI I SI NI
80.	How can I like myself more if I cannot find any way to feel proud of myself?	VI I SI NI
81.	Why do some boys and girls develop quickly while some grow more slowly?	VI I SI NI

		INTERESTED			
82.	What are the effects of petting and necking on boys and girls?	VI	I	SI	NI
83.	What can I do to make friends with other young people?	VI	I	SI	NI
84.	Why is it that many junior high school girls are ahead of the boys in physical development?	VI	I	SI	NI
85.	What my parents and teachers say about Family Life is not the same a what my friends or the T.V., and the movies say. Who can I believe?	VI	I	SI	NI
86.	Should young people in the junior high school "go steady"?	VI	I	SI	NI
87.	Why do my parents interfere so much in my business?	VI	I	SI	NI

88. What other things would you be interested in knowing about in the C.F.L. course?

_____

_____

89. How could the C.F.L. course be made more interesting to you?

_____

_____

Below is a list of statements of what a young person might expect the Christian Family Life (C.F.L.) course to do for him or her. Read each statement carefully and then indicate WHAT YOU EXPECT THE C.F.L. COURSE TO DO FOR YOU. Indicate by circling the appropriate letter.

Circle	SA	if you	STRONGLY AGREE
Circle	A	if you	AGREE
Circle	U	if you are	UNDECIDED
Circle	D	if you	DISAGREE
Circle	SD	if you	STRONGLY DISAGREE

90.	I expect to enjoy the C.F.L. course.	SA	A	U	D	SD
91.	I expect the C.F.L. course to be very helpful to me now and later as an adult.	SA	A	U	D	SD
92.	I expect the C.F.L. course will help me to get-along better with my brothers and sisters.	SA	A	U	D	SD

SA * STRONGLY AGREE

A * AGREE

U * UNDECIDED

D * DISAGREE

SD * STRONGLY DISAGREE

93. I expect to understand the opposite sex much better after taking the C.F.L. course. SA A U D SD

94. I expect my C.F.L. teacher to help me the most when I have personal problems. SA A U D SD

95. I expect to be able to make more friends after taking the C.F.L. course. SA A U D SD

96. I expect to be a more responsible person after taking the C.F.L. course. SA A U D SD

97. I expect the C.F.L. course to help me understand myself more. SA A U D SD

98. I expect to be able to talk to my parents about the C.F.L. course. SA A U D SD

99. I expect the way I feel about my family will improve. SA A U D SD

100. I expect that drugs will not be an important topic in the C.F.L. course. SA A U D SD

101. Iexpect to get along better with my parents. SA A U D SD

102. I expect to understand about dating and going-steady. SA A U D SD

103. I expect the C.F.L. course to be one of my most important school subjects. SA A U D SD

104. I expect to understand the changes taking place in my body. SA A U D SD

105. I expect boy-girl relationships to be discussed in mixed groups of boys and girls. SA A U D SD

106. I expect to enjoy school more because I will have fewer worries. SA A U D SD

107. I expect to know something about drugs. SA A U D SD

108. I expect to understand why some boys and girls seem grown up (mature) while others are not. SA A U D SD

109. If there is anything else you expect the C.F.L. course to do for you, please indicate._____

_____

_____

110. Do you think the C.F.L. course is a useful subject to study in the Junior High School?

1. _____ Yes

2. _____ No

111. Why are you taking the C.F.L. course?

_____

112. In what grade would you have liked to begin learning about C.F.L. education?

Grade _____

113. Do you enjoy the C.F.L. course?

1. _____ Yes

2. _____ No

THANK YOU VERY MUCH.

_____

APPENDIX B

CATEGORIZATION OF DEMOGRAPHIC QUESTIONS

QUESTION 8

"If your father works what kind of work does he usually do?"

Categorized responses of grade seven and nine to this question.

Categories

1. Professional
   - Managers
   - Engineers
   - Teachers
   - Real Estate
   - Editor
   - Accountant
   - Veterinarian
   - Doctor
2. Self-Employers
   - Truckers
   - Painters
   - Shop Owner
3. Skilled (Training with certification)
   - Mechanic
   - Contractor
   - Inspector
   - Carpenter
   - Cattle Buyer
   - Policeman
   - Ground Service - Airport
   - Insurance Sales
   - Plumber
   - Fireman
   - Bricklayer
   - Sheet Metal Worker
4. Semi-Skilled (Training with no certification)
   - Salesman
   - Foreman
   - Driver
   - Chef's Helper
   - Loader Operator
   - Trucking
   - Tax Collecting

5. Unskilled (No training needed prior to employment)
   - Janitor
   - Ceramics
   - Postman
   - Sewing Machine Operator

QUESTION 9

"If your mother works what kind of work does she usually do (other than housework)?"

Categorized responses of grade seven and nine to this question.

Categories

1. Homemaker (Mothers involved totally in the home)
2. Professional
   - Nurse
   - Teacher
   - Librarian
   - Executive
   - Lab Technician
   - Director
3. Skilled (Training with certification)
   - Hairdresser
   - Secretary
   - Chef
   - Manageress
4. Semi-Skilled (Training with no certification)
   - Clerk
   - Bank Teller
   - Caterer
   - Bus Driver
   - Teacher's Aid
   - Cook
   - Switchboard Operator
   - Seamstress
5. Unskilled (No training needed prior to employment)
   - Bar Maid
   - Dry Cleaner
   - Babysitter
   - Cleaning Lady

QUESTION 11

"What sport or game do you play the most?"

Categorized responses of grade seven and nine to this question.

Categories

1. Team Sports
   - Hockey
   - Soccer
   - Baseball
   - Basketball
   - Softball
   - Table Tennis
   - Badminton
   - Volleyball
   - Curling
   - Chess
   - Tennis

2. Individual Sports
   - Skiing
   - Skating
   - Bowling
   - Tobogganing
   - Swimming
   - Horseback Riding

QUESTION 13

"If you have a hobby what is it?"
Categorized responses of grade seven and nine to this question.

Categories

1. Crafts
   - Clearcasting
   - Poster Making
   - Puzzle Making
   - Macreme
   - Beading
   - Candlemaking
   - Knitting
   - Crocheting
   - Weaving

2. Cultural
   - Drawing
   - Painting
   - Reading
   - Music and Radio Listening
   - Photography
   - Dancing

3. Domestic Arts
   - Sewing Clothes
   - Cooking

4. Mechanical
   - Electrical
   - Bicycles
   - Trains
   - Motor Work
   - Model Planes

5. Individual Sports
   - Horseback Riding
   - Skating
   - Skiing
   - Billiards
   - Swimming
   - Bowling
   - Hiking
   - Golf
   - Gymnastics

6. Collecting
   - Oddments
   - Coins
   - Sea Shells
   - Post Cards

QUESTION 14

"If you belong to any clubs which is your favorite club?"

Categorized responses of grade seven and nine to this question.

Categories

1. Sports Clubs
   - Hockey
   - Judo
   - Horse Riding
   - Skiing
   - Curling
   - Swimming
   - Figure Skating
   - Bowling
   - Chess
2. Youth Clubs (Aimed at fulfilling objectives related to developing personality)
   - Scouts
   - Cadets
   - Alter Boy
   - Church
   - Girl Guides
3. Recreational Clubs (Amusement -- not aimed at developing personality)
   - Girls Club
   - Community Club
4. Cultural Clubs (Clubs aimed at self-improvement)
   - Bands
   - Yearbook
   - Drama
   - Audio-Visual
   - Cheerleading

APPENDIX C

TABLE 13

Questions Rejecting the Null Hypothesis When Tested for Association by Grade (Needs and Interests)

Questions Measuring Student Needs/Int.		Grade Seven n	Grade Nine n	X^2	P
Question	46	125	76	10.531	.005
Question	97	127	76	9.703	.007
Question	84	128	76	10.890	.004
Question	62	127	62	18.762	.000
Question	34	110	76	16.125	.000
Question	28	120	76	1.978	.018
Question	48	125	76	11.099	.003
Question	74	127	76	9.874	.007
Question	77	123	76	12.911	.001
Question	16	129	76	15.056	.000
Question	18	129	76	6.536	.037
Question	19	116	76	6.437	.040
Question	44	128	76	7.084	.020
Question	60	127	76	9.683	.007
Question	87	128	76	4.743	.093

TABLE 14

Questions Rejecting the Null Hypothesis When Tested for Association by Sex (Needs and Interests)

Questions Measuring Student Needs/Int.	Female n	Male n	X^2	P
Question 97	112	91	6.395	.040
Question 28	109	87	5.987	.050
Question 74	112	91	8.27	.015
Question 60	112	91	5.583	.061

TABLE 15

Questions Rejecting the Null Hypothesis When Tested for Association by Sex and Grade (Needs and Interests)

Questions Measuring Needs/Int.	Grade Seven				Grade Nine			
	Fn	Mn	X^2	P	Fn	Mn	X^2	P
Question 69	74	53	6.218	.044	.....		.....	
Question 28	70	50	8.522	.014	.....		.....	
Question 58	71	51	7.664	.021	.....		.....	
Question 82	.....		.....		39	37	5.301	.070

TABLE 16

Questions Rejecting the Null Hypothesis

When Tested for Association by Grade
(Expectations)

Questions Measuring Student Expectations	Grade Seven n	Grade Nine n	X^2	P
Question 90	73	74	19.936	.000
Question 92	73	74	15.971	.003
Question 93	73	74	7.929	.094
Question 94	73	74	14.902	.004
Question 95	73	74	17.314	.001
Question 96	73	74	12.907	.011
Question 97	72	74	10.181	.037
Question 98	72	74	10.332	.035
Question 99	72	73	9.417	.051
Question 100	72	74	11.145	.024
Question 101	73	74	29.245	.000
Question 103	72	74	16.692	.002
Question 104	71	72	20.476	.000
Question 106	71	74	15.131	.004
Question 107	72	74	15.310	.004

TABLE 17

Questions Rejecting the Null Hypothesis

When Tested for Association by Sex
(Expectations)

Questions Measuring Student Expectations		Female n	Male n	X^2	P
Question	98	74	72	10.666	.030
Question	107	74	72	9.934	.041

APPENDIX D

TABLE 18

Questions Accepting the Null Hypothesis When Tested for Association by Grade (Needs and Interests)

Questions Measuring Student Needs/Int.	Grade Seven n	Grade Nine n	X^2	P
Question 47	128	76	3.123	.209
Question 66	126	76	0.456	.795
Question 67	126	76	3.716	.155
Question 75	125	76	1.311	.519
Question 68	127	76	4.277	.117
Question 69	127	76	2.059	.357
Question 30	127	75	0.940	.624
Question 31	126	75	1.294	.523
Question 29	121	76	1.059	.588
Question 42	128	76	3.722	.155
Question 43	127	76	1.594	.450
Question 49	123	76	1.846	.397
Question 58	122	76	4.655	.097
Question 59	122	74	3.633	.162
Question 82	124	76	1.243	.536
Question 21	118	76	2.732	.255
Question 87	128	76	4.743	.093

TABLE 19

Questions Accepting the Null Hypothesis When Tested for Association by Sex (Needs and Interests)

Questions Measuring Student Needs/Int.	Sex		X^2	P
	Fn	Mn		
Question 46	111	90	2.030	.362
Question 47*	112	92	2.550	.279
Question 66	112	90	0.667	.716
Question 67*	111	91	2.854	.240
Question 75*	112	89	0.934	.626
Question 68	112	91	0.537	.764
Question 69*	113	90	3.809	.148
Question 30	112	90	0.40	.816
Question 31*	112	89	4.48	.106
Question 84*	113	91	2.697	.626
Question 62	113	90	4.071	.130
Question 34	97	89	3.729	.154
Question 29*	108	89	1.052	.590
Question 42	112	92	1.119	.573
Question 43*	112	91	3.209	.200
Question 48	112	89	1.475	.478
Question 49*	111	88	1.202	.548
Question 58	108	89	1.052	.590
Question 59*	108	88	0.411	.813
Question 77*	108	91	0.792	.672
Question 82*	110	90	2.535	.281

*Refer to Questions tested for interest

TABLE 20

Questions Accepting the Null Hypothesis When Tested For Association by Sex (Needs and Interests)

Questions Measuring Student Needs/Int.		Sex F n	Sex M n	X^2	P
Question	16	113	92	1.197	.54
Question	18	113	92	1.422	.490
Question	19	104	88	2.95	.227
Question	21	106	88	0.074	.963
Question	38	112	90	0.073	.963
Question	44	112	92	4.320	.115
Question	87	113	91	0.410	.814

TABLE 21

Questions Accepting the Null Hypothesis When Tested for Association by Sex and Grade (Needs and Interests

Questions Measuring Needs/Int.	Grade Seven				Grade Nine			
	Fn	Mn	X^2	P	Fn	Mn	X^2	P
Question 46	72	53	1.017	.601	39	37	0.842	.656
Question 66	73	53	1.405	.495	39	37	0.805	.668
Question 68	73	54	1.560	.458	39	37	1.867	.393
Question 69	. . . . .				39	37	1.302	.521
Question 28	. . . . .				39	37	2.220	.329
Question 58	. . . . .				38	37	1.380	.501
Question 59	70	52	3.714	.156	38	36	2.999	.223
Question 82	71	53	0.961	.618	. . . . .			
Question 44	73	55	3.658	.160	39	37	1.628	.442
Question 19	65	51	1.002	.605	37	37	2.598	.272

TABLE 22

Questions Accepting the Null Hypothesis When Tested for Association by Grade (Expectations)

Questions Measuring Student Expectations	Grade Seven n	Grade Nine n	X^2	P
Question 91	73	74	6.746	.149
Question 102	72	74	6.348	.174
Question 105	71	74	1.762	.779
Question 108	71	74	8.981	.174

TABLE 23

Questions Accepting the Null Hypothesis When Tested for Association by Sex (Expectations)

Questions Measuring Student Expectations	Female n	Male n	X^2	P
Question 90	74	73	2.630	.621
Question 91	74	73	3.834	.428
Question 92	74	73	2.950	.566
Question 93	74	73	6.135	.189
Question 94	74	73	5.045	.282
Question 95	74	73	2.167	.705
Question 96	74	73	4.169	.383
Question 97	73	73	7.105	.130
Question 99	73	72	4.665	.323
Question 100	74	72	4.597	.331
Question 101	74	73	2.393	.663
Question 102	74	72	7.482	.112
Question 103	74	72	2.658	.616
Question 104	72	71	4.201	.379
Question 105	73	72	3.327	.504
Question 106	74	71	4.611	.329
Question 108	73	72	5.213	.516

APPENDIX E

RESPONSE CATEGORIES OF "OPEN-END" QUESTIONS

QUESTION 70

"Is there anything else important to you, that you want taught in the Christian Family Life course?"

Categorized responses of grade seven and nine to this question:

Categories

1. Satisfied
2. Sex Information
   - animals
   - dating
   - girls and boys
3. Drugs
4. Girls
5. Physical Maturation
   - friendship
   - competition in physical development
6. Marriage
   - families
7. Emotional Development
   - maturity
   - self development
8. Communication
   - parents
   - relationships
9. Do Not Know
10. Teacher
11. New Information
    - drugs
    - growth

QUESTION 71

"What do you enjoy most about the Christian Family Life course?"

Categories

1. Families
   - parents
2. Sex
   - male and female sexual development
3. The Elderly
4. Information on the Emotions
   - development
   - growing up
   - maturity
   - adaptation to change
5. People
   - the self
   - communication
   - teenagers
   - understanding others

6. Methodology
   - discussions
   - grouping
   - talking
   - way class is taught
   - making friends
   - expression of feelings
7. Films

QUESTION 72

"What do you dislike most about the Christian Family Life course?"

Categories

1. Satisfied
2. Dating
3. Elderly
4. Family Role Playing
5. Physical Growth
   - being punished
6. Methodology
   - tests
   - role playing
   - embarrassment
   - films
   - teacher
   - boredom
   - teacher criticism
   - class behavior
   - taking notes
   - short lessons
7. Class Discussions
   - cannot express oneself
   - insufficient discussion
8. Religion
9. Unsure
   - do not know

QUESTION 88

"What other things would you be interested in knowing about in the Christian Family Life course?"

Categories

1. Satisfied
2. Sex Education
   - history
   - vocabulary
   - instruction
   - petting
3. Unsure
4. Dating
   - going steady
5. Differences in the sexes
6. Making friends
   - communication
   - communication in the family
7. Rearing Families
8. Drugs
   - alcoholism
   - smoking

9. Puberty
   - physical development

QUESTION 89

"How could the Christian Family Life course be made more interesting to you?"

Categories

1. Satisfied
2. Drugs
   - smoking
3. Drinking
4. Relationships
   - families, personal life
   - social relations
   - marriage
   - boys, friends, self
5. Increased Class Involvement
   - more discussion
   - group projects
   - more exciting topics
   - more enjoyable topics
   - more freedom
   - more than just talk
   - field trips
6. Better Class Communication
   - more communication with other sex
   - if immature students were removed
   - if more students expressed themselves
   - better teacher-class relationship
7. Increased Use of Films
8. More Class Time for Christian Family Life
9. Sex Education

QUESTION 109

"If there is anything else you expect the Christian Family Life course to do for you, please indicate."

Categories

1. Satisfied
2. Increased Sex Knowledge
3. Increased Drug Knowledge
4. Help me to Make Friends
5. Help Me to Communicate Better
   - families
   - parents
6. Develop My Personality
7. Knowledge of Others
8. Nothing

9. Knowledge of Life
    - growth and development

QUESTION 111

"Why are you taking the Christian Family Life course?"

Categories

1. Increased Sex Knowledge
2. Increased Knowledge of People
    - families
3. Increased Knowledge of Friends
4. Knowledge of Life
    - the body
    - care of self in old age
5. Emotional Development
    - maturity
6. Self Development
    - learn more about self
7. Communication
    - brothers
    - family
8. Compulsory
9. Interest
    - knowledge
    - fun, "I like it"
    - sounded good

APPENDIX F

TABLE 24

Results of Question Seventy:

Is there anything else important to you that you want taught in the CFL course?

Grade	Sex	Satisfied	Sex Information	Drugs	Girls	Physical Development	Marriage	Emotional Development	Communication	Do Not Know	(N)	X^2	P
7	-	57.7*	17.9	1.3	3.8	2.6	1.3	6.4	6.4	2.6	78	9.436	.306
9	-	62.7	10.2	5.1	0.0	5.1	3.4	10.2	3.4	0.0	59		
	F	52.9	16.2	2.9	1.5	4.4	4.4	10.3	7.4	0.0	68	9.049	.338
	M	66.7	13.0	2.9	2.9	2.9	0.0	5.8	2.9	2.9	69		
7	F	60.0	20.0	0.0	2.5	2.5	2.5	5.0	7.5	---	40	9.606	.212
9	F	42.9	10.7	7.1	0.0	7.1	7.1	17.9	7.1	---	28		
7	M	53.3	15.8	2.6	5.3	2.6	---	7.9	5.3	5.3	38	7.717	.358
9	M	80.6	9.7	3.2	0.0	3.2	---	3.2	0.0	0.0	31		

* In terms of per cent

TABLE 25

Results of Question Seventy-one

What do you enjoy most about the CFL course?

Grade	Sex	Families	Sex	The Elderly	Information on Emotional Development	People	Methodology	Films	Teacher	New Information	(N)	x^2	P
7		6.5	13.0	6.5	4.6	10.2	36.1	7.4	8.3	7.4	108	14.142	.078
9		4.6	4.6	0.0	3.1	6.2	49.2	4.6	10.8	16.9	65		
	F	7.1	8.1	6.1	7.1	6.1	39.4	4.0	10.1	12.1	99	13.319	.101
	M	4.1	12.2	1.4	0.0	12.2	43.2	9.5	8.1	9.5	74		
7	F	9.4	10.9	9.4	7.8	6.2	39.1	4.7	6.2	6.2	64	14.619	.067
9	F	2.9	2.9	0.0	5.9	5.7	40.0	2.9	17.1	22.9	35		
7	M	2.3	15.9	2.3	---	15.9	31.8	11.4	11.4	9.1	44	9.163	.241
9	M	6.7	6.7	0.0	---	6.7	60.0	6.7	3.3	10.0	30		

TABLE 26

Results of Question Seventy-two

What do you dislike most about the CFL course?

Grade	Sex	Satisfied	Dating	The Elderly	Role Playing	Physical Growth	Methodology	Class Discussion	Religion	Do Not Know	(N)	X^2	P
7		64.2	2.1	2.1	3.2	0.0	21.1	3.2	2.1	2.1	95	33.639	.000
9		28.1	0.0	0.0	1.6	1.6	62.5	4.7	0.0	1.6	64		
	F	47.2	1.1	1.1	4.5	1.1	38.2	2.2	2.2	2.2	89	7.215	.513
	M	52.9	1.4	1.4	0.0	0.0	37.1	5.7	0.0	1.4	70		
7	F	60.0	1.8	1.8	5.5	---	23.6	1.8	3.6	1.8	55	5.307	.622
7	M	70.0	2.5	2.5	0.0	---	17.5	5.0	0.0	2.5	40		
9	F	26.5	---	---	2.9	2.9	61.8	2.9	---	2.9	34	3.195	.669
9	M	30.0	---	---	0.0	0.0	63.3	6.7	---	0.0	30		

TABLE 27

Results of Question Eighty-eight

What other things would you be interested in knowing about in the CFL course?

Grade	Sex	Satisfied	Sex Education	Unsure	Dating	Differences in the Sexes	Making Friends	Rearing Families	Drugs	Puberty	(N)	X^2	P
7		38.4	28.8	4.1	2.7	4.1	6.8	2.7	4.1	8.2	73	9.387	.310
9		48.8	18.6	0.0	11.6	7.0	7.0	2.3	2.3	2.3	43		
	M	41.9	25.7	2.7	6.8	2.7	8.1	2.7	2.7	6.8	74	3.592	.891
	F	42.9	23.8	2.4	4.8	9.5	4.8	2.4	4.8	4.8	42		
7	F	38.0	28.0	4.0	6.0	2.0	8.0	4.0	4.0	8.0	50	3.921	.864
7	M	39.1	30.4	4.3	0.0	8.7	4.3	0.0	4.3	8.7	23		
9	F	50.0	20.8	---	12.5	4.2	8.3	0.0	0.0	4.2	24	4.271	.748
9	M	47.4	15.8	---	10.5	10.5	4.3	5.3	5.3	0.0	19		

TABLE 28

Results of Question Eighty-nine

How could the CFL course be made more interesting to you?

Grade	Sex	Satisfied	Drugs	Relationships	Inc. Class Involvement	Better Class Communication	Inc. Use of Films	More Class Time	Sex Education	(N)	X^2	P
7		16.2	1.5	16.2	25.0	14.7	11.8	2.9	11.8	68	5.854	.556
9		11.1	0.0	11.1	40.7	13.0	5.6	3.7	14.8	54		
	M	15.9	0.0	17.5	33.3	5.9	7.9	0.0	9.5	63	8.729	.272
	F	11.9	1.7	10.2	30.5	11.9	10.2	6.8	16.9	59		
7	F	18.4	0.0	18.4	28.9	10.5	10.5	0.0	13.2	38	6.150	.522
7	M	13.3	3.3	13.3	20.0	20.0	13.3	6.7	10.0	30		
9	F	12.0	---	16.0	40.0	24.0	4.0	0.0	4.0	25	11.017	.087
9	M	10.0	---	6.9	41.4	3.4	6.9	6.9	24.1	29		

TABLE 29

Results of Question One Hundred and Nine

Is there anything else you expect the CFL course to do for you?

Grade	Sex	Satisfied	Increased Sex Knowledge	Inc. Drug Knowledge	Help Me Make Friends	Help Me To Communicate	Develop My Personality	Knowledge of Others	Nothing	Knowledge of Life	(N)	X^2	P
7		43.2	5.4	13.5	2.7	16.2	8.1	0.0	0.0	10.8	37	9.538	.298
9		33.3	0.0	4.2	4.2	16.7	12.5	4.2	12.5	12.5	24		
	F	29.4	5.9	8.8	2.9	20.6	11.8	0.0	5.9	14.7	34	6.839	.554
	M	51.9	0.0	11.1	3.7	11.1	7.4	3.7	3.7	7.4	27		
7	F	30.4	8.7	13.0	4.3	21.7	8.7	---	0.0	13.0	23	7.825	.348
9	F	27.3	0.0	0.0	0.0	18.2	18.2	---	18.2	18.2	11		
7	M	63.4	---	14.3	0.0	7.1	7.1	0.0	0.0	7.1	14	4.779	.686
9	M	38.5	---	7.7	7.7	15.4	7.7	7.7	7.7	7.7	13		

TABLE 30

Results of Question One Hundred and Eleven

Why are you taking the CFL course?

Grade	Sex	Inc. Sex Knowledge	Inc. Knowl. of People	Inc. Knowl. of Friends	Knowledge of Life	Emotional Development	Self Development	Communication	Compulsory	Interest	(N)	x^2	p
7		7.3	15.3	1.8	19.1	2.7	13.6	4.5	2.7	32.7	110	10.764	.215
9		3.0	7.6	0.0	22.7	3.0	16.7	1.5	10.6	34.8	66		
	F	0.0	8.7	1.9	22.3	3.9	17.5	2.9	3.9	38.8	103	24.627	.001
	M	13.7	17.8	0.0	17.8	1.4	11.0	4.1	8.2	26.0	73		
7	F	----	10.3	2.9	20.6	4.4	14.7	4.4	4.4	38.2	68	4.584	.710
9	F	----	5.7	0.0	25.7	2.9	22.9	0.0	2.9	40.0	35		
7	M	19.0	23.8	---	16.7	0.0	11.9	4.8	0.0	23.8	42	13.992	.051
9	M	6.5	9.7	---	19.4	3.2	9.7	3.2	19.4	29.0	31		

TABLE 31

Results of Question One Hundred and Twelve

At what grade would you
like to begin CFL education?

Grade	Sex	Grade 1	Grade 2	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	(N)	x^2	P
7		3.3	0.8	5.7	16.3	21.1	45.5	5.7	1.6	123	16.085	.024
9		0.0	0.0	4.1	5.4	18.9	50.0	13.5	8.1	74		
	F	2.7	0.0	4.5	10.8	20.7	48.6	9.9	2.7	111	4.184	.758
	M	1.2	1.2	5.8	14.0	19.8	45.3	7.0	5.8	86		
7	F	4.1	---	5.5	15.1	21.9	45.2	5.5	2.7	73	10.479	.105
9	F	0.0	---	2.6	2.6	18.4	55.3	18.4	2.6	38		
7	M	2.0	2.0	6.0	18.0	20.0	46.0	6.0	0.0	50	9.970	.190
9	M	0.0	0.0	5.6	8.3	19.4	44.4	8.3	13.9	36		